

University Of Alberta



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# FOOD FOR TODAY TEACHER RESOURCE GUIDE

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## To the Teacher

*Food for Today* recognizes the widespread need for improving the nutritional well-being of young men and women. It has as its focus the relationship of food to health and changing values and life styles.

The Teacher Resource Guide can help you use the textbook to its best advantage. The guide expands upon the lessons from each chapter. To reinforce learnings, supplementary activities, methods, and references are included which can be adapted to different school communities.

The guide is perforated so that you may assemble it into an 8½" x 11" notebook. This will make it more convenient for you to use the material in the guide, including the work sheets and masters.

Visual masters, handout masters, and recipe masters have been developed for use with your students. They are part of the Teacher Resource Guide. They include illustrative materials on how to shop for and use products found in the marketplace as well as directions for food preparation, timetables, and recipes.

Each master is identified by a number, a title, the title of the book, and the names of the copyright owners. *Note:* Full rights are granted by the authors, Helen Kowtaluk and Alice Orphanos Kopan, and the publisher, Chas. A. Bennett Co., Inc., to reproduce the copyrighted drawings and information for classroom use. The purpose of issuing these masters is to assist teachers and students in the learning process.

### VISUAL MASTERS

A set of 47 visual masters is included in this guide. A descriptive list of each master begins on page 91.

Follow the manufacturer's instructions to use the masters to create transparent prints. The method will depend on the machine used.

To add color to the transparency, use colored adhesive film. The transparency may also be turned over and color added on the frosty area with a color pencil provided by the manufacturer of the machine. A felt tip pen may also be used to add color.

Use transparencies to increase student understanding, to stimulate discussion and student participation in class activities, and to explain a particularly difficult problem. Transparencies may be correlated with assignments in the textbook. Since transparencies may be displayed in a lighted room, each student can use the textbook while viewing the projected images.

### HANDOUT MASTERS

A set of 63 handout masters is included, which may be duplicated and distributed to your students. A descriptive list begins on page 161.

Supplementary information is often needed by the teacher, who must usually go to a variety of sources. The purpose of the handout masters is to provide some of this supplementary information for distribution to students.

For example, when discussing energy conservation in Chapter 16, you may wish to include directions on how to read gas and electric meters and bills. H-8 gives directions for reading electric and gas meters. H-9 gives steps for reading utility bills. In addition, visual masters VM-36 and VM-37 show the same meters and bills, which can be displayed during the lesson.

### RECIPE MASTERS

A set of 47 recipes is included as handout masters. Ingredient amounts are stated in both the metric system (volume and weight) and the customary English system. A list of recipes appears on page 247.



Each recipe is followed by a food and equipment checklist to assist students in preparing the recipes.

### STUDENT ACTIVITY GUIDE

A Student Activity Guide is available, designed to be used with the textbook *Food for Today*. It contains objective-type quizzes for each of the 28 chapters—from simple to progressively more complex exercises. Along with the quizzes are learning activities that emphasize skills of critical thinking and comprehension.

The test items can be scored easily by students or teachers and can be kept conveniently in the self-contained workbook. They can be removed by tearing along the perforated line and placed in an 8½" x 11" notebook.

The Student Activity Guide is intended to furnish students with a careful review of each chapter in the textbook. Students will be able to:

- Familiarize themselves with a given topic.
- Reinforce their text reading and learning experiences.
- Work systematically through each exercise independently or collectively as a class group.
- Assess their own competence in dealing with tests.
- Review their assignments as needed and retain them for future reference.

## Special Features of FOOD FOR TODAY

The book presents a realistic and practical approach to the study of food and nutrition. Some of the special features include

- Food and Life Styles
- Cultural Diversity
- Reading Skills and Vocabulary Study
- Metric System
- Career Development
- Developmental Tasks of Teenagers
- Flexibility in Lesson Planning

### FOOD AND LIFE STYLES

People's life styles reflect deep-seated cultural values. This means a style of life which includes beliefs, thoughts, personal relationships, and actions necessary for living.

*Food for Today* gives special attention to the concept of the dignity and worth of every individual in all cultures. The textbook content and illustrations throughout reflect the multi-cultural nature of planet Earth. Students will discover the close link between food practices and different cultures.

### CULTURAL DIVERSITY

*Food for Today* describes America as a nation of nations—an extraordinary mixture of varying cultures and races. The content stresses that the study of regional foods reflects the richness of our cultural diversity. Students learn that "different" food need not mean "better" or "worse." They also discover that food choices are influenced by social forces in the environment.

Through the study of food around the world and in the many regions of the United States, students will gain understanding of the emigration movement to America—whites, blacks, Latinos—all making America a single society created from many parts.



Consider using the pictures in the textbook that focus on cultural aspects. Start by looking at these pictures of people in action before leading into discussions of food needs and practices. Plan to prepare and serve different ethnic recipes. Recipes in the textbook and in the Teacher Resource Guide represent the culinary skills of different nationalities.

### READING SKILLS AND VOCABULARY STUDY

Each subject matter has its own language, its own technical vocabulary. The area of food and nutrition is no exception. It, too, has abstract and unfamiliar language that may be difficult to comprehend. Therefore the role of the teacher is paramount in assisting students in improving their reading skills and vocabulary development.

It is important to keep in mind that students may have reading problems even though the textbook is written at their level. They have to be taught how to use the material. As you know, word recognition is a prerequisite to reading but does not guarantee understanding. Students may be able to decode words, but may fail to find meaning in what they read.

Vocabulary terms are tools for thinking. They must be used correctly if thinking is to be effective. Vocabulary study helps to remove vagueness and ambiguity of words, as well as to extend new meaning for old expressions.

*Food for Today* is designed to help students identify and understand the meaning of new terms in food and nutrition. This is accomplished in several ways:

- New terms are alphabetically arranged at the beginning of each lesson (section) in which they first appear.
- These same terms are then highlighted in italics and defined in the content so that students can identify them within sentence structures. (For some groups, frequent and continual redefinition will be necessary. You may want to have students make sentences using these new terms. This is one way of determining whether they understand word meanings.)
- Some of the questions posed at the end of each chapter and in this Teacher Resource Guide ask for the meanings of terms or rely on comprehension of terms for correct answers.
- To make learning more permanent, vocabulary development is further emphasized in the Student Activity Guide. These student worksheets, when completed, are available for review whenever needed.

### METRIC SYSTEM

Think metric! A gradual conversion to the metric system of measurement is under way in the United States. State boards of education are urging early implementation in school systems.

A special section on the metric system appears on pages 82-89 to assist you and your students during this transition period. In keeping with these new directions, all the weights and measures in *Food for Today* are in both the metric and customary language.

You will find it equally important and helpful to use the 47 recipes in either system of measure.

### CAREER DEVELOPMENT

Making career choices is no easy task for anyone, especially for teenagers. For this reason, school systems are urged to offer a continuum of services to meet the developmental guidance needs of students.

*Food for Today* devotes Part Five totally to occupations generally, and to food-related opportunities specifically. Students are faced with seeking answers to questions such as "Who am I?" and "What will I do to earn a living?"



As an educator, you can offer valuable service by exposing your students to the complexities of the working world. You can help make their transition smoother by offering learning experiences that reflect the "real" world of employment.

## **DEVELOPMENTAL TASKS OF TEENAGERS**

*Food for Today* was written with the recognition that teenage behavior is many-faceted. It takes into account the teenager's developmental tasks, which include social skills, group identity, appearance, independence, earning money, and values.

You may use these developmental tasks as a frame of reference to motivate students in seeing the worth of studying food and nutrition.

### **Social Skills**

Schools are laboratories for learning social skills. Combine food study with social skills such as planning parties, entertaining, using foods creatively, and practicing acceptable behavior.

### **Group Identity**

The power of peer group approval and conformity is an important influence on teenagers. Emphasize that one's environment sets the mode of behavior for both social relationships and food attitudes and practices.

### **Appearance**

Understanding bodily changes is of major interest. Teenagers compare themselves with their age-mates. Help them develop a wholesome attitude toward their appearance. Stress the normalcy of differences in physical development.

### **Independence**

In our society, teenagers have ambivalent feelings in that they want independence and yet are dependent on others. At times, rebellious behavior may be a sign of assertiveness. Rapid social changes add to the gulf between generations. Watch for lethargy and "copping out" from school work.

### **Earning Money**

The ability to earn wages gives some teenagers the feeling of being "grown up." It often helps reassure them of their skill to cope as a young adult. Make students aware of cooperative education programs such as Home Economics Related Occupations (H.E.R.O.)

### **Values**

Values give direction to behavior. The development of both an ideology and a philosophy of life emerges. Civic and moral awareness begin to have significance in making decisions. Assist students in their value clarifications. Help them learn and use the decision-making process.

## **Organizing Subject Matter**

Diversity is a unique characteristic of schools in the United States, allowing and encouraging flexibility and adaptability in curricular decisions to meet local needs. In such a milieu, a myriad of factors must be considered before planning for the use of available resources.



Factors that you need to review in planning unit and lesson plans include the following:

- Traditional, modular, or other type of scheduling.
- Philosophy and objectives of the school.
- Length of course and school term.
- Amount of class time daily, and total per week.
- Laboratory and lecture facilities and equipment.
- Department budget.
- Class size.
- Abilities, interests, and needs of students.
- Articulation of scope and sequence of courses.
- Resources available in the school and community.

### SELECTING A STARTING POINT

After considering these many variables, your next concern as an educator is to ask yourself: "What do I want to emphasize in this course? How do I reach these objectives?"

To help you plan units and lessons, the authors of *Food for Today* have:

- Developed content around concepts and used these big ideas as chapter headings.
- Identified organizing themes that can be used as starting points for emphasis throughout the study of food and nutrition and meal management. (See p. 10.)
- Developed a chart showing the chapters that give particular emphasis to an organizing theme. (See p. 10.)
- Prepared a worksheet for teachers that identifies the main topics in each chapter and student outcomes. (See pp. 11-17.)
- Set up the format in this Teacher Resource Guide as a "working" lesson plan book. Space has been provided on each page for personal notes and comments and planning of activities.

### MAIN CONCEPTS

The 28 chapter headings are organized around big ideas to encourage students to comprehend concepts. This arrangement also allows for flexibility in organizing units and lessons to meet your particular school needs. You can coordinate content from one or more chapters or from several main topics within a given chapter. These main topics pinpoint the emphasis of the chapter and are identified in student terms in the introduction as "To help you . . ." The main topics within each chapter are identified by blue sub-heads.

### FLEXIBLE PLANNING AROUND ORGANIZING THEMES

There are many approaches that you can use in teaching food and nutrition. As stated earlier, it is essential to take into account many factors in your planning.

You may wish to select one or more of the organizing themes listed below as your starting point or focus during the course. For example, if you prefer to teach food around the meal pattern theme, your organizing "thread" would be activities built around the sequence of breakfast, lunch, and dinner meals.

The authors believe that there is no one method that is "best" for all schools. For this reason, the organizing themes are suggested as a guide to planning. Possible approaches include:

- Daily Food Guide                      Basic Four food groups
- Meal Pattern Sequence              Breakfast/lunch/dinner



- Table of Contents Sequential development from Part One through Part Five in textbook.
- Life Styles Culture, values and attitudes, interdependent social forces affecting food and nutrition.
- Self-Concept Developmental tasks of teenagers, including social skills, group identity, appearance, independence, earning money, and values.
- World of Work Career awareness and learning experiences that can be utilized in general employment as well as in food-related occupations.
- Nutrition and Health Bodily changes and nutrition needs in each stage of the life cycle from early life to the aging years.
- Consumer Education Choicemaking in the marketplace, costs, conservation, ecology, and management.

The chart on page 10 indicates which chapters can be used for *particular emphasis* to establish the organizing themes or starting points that you wish to use with your students.

### WORKSHEETS FOR LESSON PLANNING

Once you have selected your teaching approach or organizing theme for the course, you need to choose relevant content for units and lessons. For easy reference to the textbook subject matter, all main topics under each of 28 chapters are listed on pages 11–17. In addition, student outcomes are identified and space is provided for you to check off and make notes on ideas that will fit into your course goals and theme approach.

You may want to duplicate sets of the worksheets on pages 11–17 and retain the original for future use.



## Flexible Planning Around Organizing Themes

You can use many approaches with the textbook *Food for Today* in reaching your students. The chart has been designed for your convenience in identifying chapters that have *particular significance and emphasis* with the selected subject matter. Chapters not designated with an X would offer supportive and supplementary information.

Organizing Theme	Chapters for Particular Emphasis																											
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
Daily Food Guide				X	X	X	X	X		X	X	X			X	X	X	X	X	X				X				
Meal Pattern Sequence				X	X	X	X	X		X	X	X					X	X	X	X				X	X			
Table of Contents	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Self-Concept Social Skills																						X	X	X	X	X		
Group Identity	X						X															X		X	X			
Appearance	X		X	X	X	X	X	X																				
Independence	X	X	X	X	X	X	X		X														X					X
Earning Money																											X	X
Values	X		X	X	X	X	X	X	X	X						X							X				X	X
Life Styles	X		X			X	X	X	X													X	X	X	X	X		
World of Work				X		X	X			X			X	X	X	X		X	X	X	X	X		X	X	X	X	X
Nutrition and Health		X	X	X	X	X	X	X	X		X	X			X			X	X	X	X	X						
Consumer Education		X	X	X	X				X	X	X	X	X	X	X	X					X	X	X	X		X	X	X



## Worksheet for Lesson Planning—FOOD FOR TODAY

Planning successful units and lessons follows a logical sequence. This worksheet outlines the table of contents found in the student textbook and student guide along with the student goals that are identified in the beginning of each chapter. It also shows the main topics covered in each chapter and the page numbers for quick reference. By having this tabular overview, you can determine the sections that best serve your specific purposes within your time frame and audience. In the third column, you can also check (✓) those student goals which you may want to emphasize in class. For specific numbers of visual masters, handout masters, and recipes, refer to "Lesson Planning" beginning on page 25.

Weeks/Dates/Notes	Units/Chapters/Main Topics	To help you to . . .
	Part One: Nutrition for Good Health 1. Your Food Habits (pages 13-27) • Why Do You Eat? (pages 13-16) • How Did Food Customs Originate? (pages 16-24) • What Influences Your Food Choices? (pages 24-27)	_____ Understand why people eat. _____ Analyze the reasons for differences in food customs among various cultures. _____ Identify the factors that influence your food choices.
	2. Is Our Food Safe to Eat? (pages 29-37) • What Are Additives? (pages 29-31) • Contaminants (pages 31-34) • The Truth Behind Food Fads (pages 34-37)	_____ Understand why food additives are used. _____ Know how food additives and contaminants are controlled. _____ Appraise the truth behind food fads. _____ Recognize how food quacks operate.
	3. Food and Your Health (pages 39-57) • What Is Good Health? (pages 40-43) • What Happens to Food in the Body? (pages 43-55) • How Life Styles Affect Nutrition and Health (pages 55-57) 1 Visual Master	_____ Identify the signs of good health. _____ Analyze what happens to food in the human body. _____ Recognize how life styles affect nutrition and health.
	4. Introduction to Nutrition (pages 59-75) • What Are Nutrients? (pages 59-63) • How Do Nutrients Work? (pages 63-67) • How Does Nutrition Affect Your Health? (pages 67-70) • What Is Nutrition Labeling? (pages 70-72) • Know Your Nutrients (pages 72-75) 2 Visual Masters	_____ Identify the language of nutrition. _____ Understand how nutrients work in the human body. _____ Recognize how nutrition labeling can help you.



## Worksheet for Lesson Planning—FOOD FOR TODAY (Continued)

Weeks/Dates/Notes	Units/Chapters/Main Topics	To help you to . . .
	5. More About the Nutrients (pages 77-97) <ul style="list-style-type: none"> <li>• Carbohydrates (pages 77-80)</li> <li>• Fats (pages 80-82)</li> <li>• Proteins (pages 82-86)</li> <li>• Vitamins (pages 86-92)</li> <li>• Minerals (pages 92-97)</li> </ul>	_____ Know what each nutrient does for your body. _____ Identify the best food sources of each nutrient. _____ Understand what happens when you eat too little or too much of a nutrient.
	6. Food Choices for a Day (pages 99-121) <ul style="list-style-type: none"> <li>• Meal Patterns (pages 99-101)</li> <li>• Daily Food Guide (pages 101-109)</li> <li>• Planning Meals (pages 109-121)</li> </ul> 1 Visual Master	_____ Compare how life styles affect meal patterns. _____ Apply nutrition information to your food choices. _____ Make the best use of your resources in meal planning. _____ Evaluate your food choices every day.
	7. Controlling Your Weight (pages 123-141) <ul style="list-style-type: none"> <li>• What is Your Best Weight? (pages 123-126)</li> <li>• What Causes Weight Problems? (pages 126-127)</li> <li>• If You Are Overweight (pages 127-139)</li> <li>• If You Are Underweight (pages 139-140)</li> <li>• Keeping Your Correct Weight (page 141)</li> </ul> 2 Visual Masters	_____ Understand why excess weight is a health hazard. _____ Identify the reasons people have weight problems. _____ Decide on the best weight for you. _____ Lose weight if you are overweight. _____ Gain weight if you are underweight. _____ Keep your weight at a desirable level.
	8. Meeting Special Food Needs (pages 143-155) <ul style="list-style-type: none"> <li>• Teenage Athletes (pages 143-144)</li> <li>• Living Alone (pages 144-146)</li> <li>• Vegetarians (pages 146-147)</li> <li>• Food Needs and the Life Cycle (pages 147-151)</li> <li>• Food for Medical Problems (pages 152-155)</li> </ul>	_____ Identify food needs for different stages of the life cycle. _____ Understand how health problems can affect food needs.
	9. Planet Earth: Enough Food for All? (pages 157-170) <ul style="list-style-type: none"> <li>• The Good Years (pages 157-159)</li> <li>• What Caused the Food Shortage? (pages 159-165)</li> <li>• What Is the Solution? (pages 165-170)</li> </ul>	_____ Interpret the causes of the world food crisis. _____ Differentiate between developed and developing countries. _____ Understand why the world food supply fluctuates. _____ Draw conclusions about what can be done to provide enough food for all.



## Worksheet for Lesson Planning—FOOD FOR TODAY (Continued)

Weeks/Dates/Notes	Units/Chapters/Main Topics	To help you to . . .
	Part Two: Consumer Decisions 10. The Consumer in the Marketplace (pages 173–187) <ul style="list-style-type: none"> <li>• How Do You Make Decisions? (pages 173–174)</li> <li>• How Much Should You Spend on Food? (pages 174–175)</li> <li>• Where Will You Shop? (pages 175–177)</li> <li>• Be an Aware Shopper (pages 177–179)</li> <li>• Plan Your Shopping (pages 179–183)</li> <li>• When You Have Complaints (pages 183–185)</li> <li>• How Food Gets to the Marketplace (pages 185–186)</li> </ul> 1 Visual Master	_____ Make decisions in the marketplace. _____ Understand how consumer aids can help you. _____ Buy food to get the most value for your money.
	11. Your Buying Guide to Food (pages 189–221) <ul style="list-style-type: none"> <li>• Milk Group (pages 189–195)</li> <li>• Fruits and Vegetables (pages 195–201)</li> <li>• Breads and Cereals (pages 201–205)</li> <li>• Meat Group (pages 205–220)</li> <li>• Fats, Oils, and Sweeteners (pages 220–221)</li> </ul> 4 Visual Masters 4 Handout Masters	_____ Identify the kinds of food sold. _____ Judge the quality of food. _____ Choose the best food for your needs.
	12. How To Store Food (pages 223–235) <ul style="list-style-type: none"> <li>• Why Must Food Be Stored? (page 223)</li> <li>• What Causes Food to Spoil? (pages 223–224)</li> <li>• Kinds of Food Storage (pages 224–228)</li> <li>• Storing Food (pages 228–235)</li> </ul> 1 Handout Master	_____ Understand why food must be properly stored. _____ Identify the different kinds of food storage. _____ Wrap food properly for storage. _____ Store each type of food correctly.
	13. Your Kitchen (pages 237–249) <ul style="list-style-type: none"> <li>• Guidelines for Kitchen Planning (pages 237–242)</li> <li>• Do the Best with What You Have (pages 242–249)</li> <li>• Decorating the Kitchen (page 249)</li> </ul> 5 Visual Masters	_____ Identify the basic types of kitchens. _____ Make the best use of your kitchen.

## Worksheet for Lesson Planning—FOOD FOR TODAY (Continued)

Weeks/Dates/Notes	Units/Chapters/Main Topics	To help you to . . .
	14. How To Buy Kitchen Appliances and Equipment (pages 251–270) <ul style="list-style-type: none"> <li>• How To Buy Appliances (pages 251–254)</li> <li>• Major Appliances (pages 254–264)</li> <li>• Portable Electric Appliances (pages 264–266)</li> <li>• Buying Used Appliances (pages 266–267)</li> <li>• Kitchen Equipment (pages 267–270)</li> </ul> 5 Visual Masters	<ul style="list-style-type: none"> <li>_____ Understand warranties.</li> <li>_____ Choose credit terms to meet your needs.</li> <li>_____ Decide which appliances and equipment are best for your needs.</li> <li>_____ Use and care for appliances and equipment properly.</li> </ul>
	Part Three: Food Preparation and Service 15. Sanitation and Safety (pages 273–285) <ul style="list-style-type: none"> <li>• Sanitation in the Kitchen (pages 273–279)</li> <li>• Safety in the Kitchen (pages 279–285)</li> </ul> 1 Visual Master	<ul style="list-style-type: none"> <li>_____ Recognize the causes of food-borne illness.</li> <li>_____ Know how to prevent food-borne disease.</li> <li>_____ Identify safety hazards in a kitchen.</li> <li>_____ Demonstrate safety practices and prevent accidents in kitchens.</li> </ul>
	16. Kitchen Ecology (pages 287–305) <ul style="list-style-type: none"> <li>• How To Conserve Natural Resources (pages 287–293)</li> <li>• How To Conserve Personal Resources (pages 293–305)</li> </ul> 2 Visual Masters 5 Handout Masters	<ul style="list-style-type: none"> <li>_____ Conserve natural resources when preparing food.</li> <li>_____ Save time and energy in the kitchen.</li> <li>_____ Organize and simplify meal preparation.</li> </ul>
	17. Preparing Dairy Foods (pages 307–311) <ul style="list-style-type: none"> <li>• Cooking with Milk and Cream (pages 307–308)</li> <li>• When You Make Frozen Desserts (page 308)</li> <li>• Serving and Cooking Cheese (pages 309–310)</li> <li>• Using Convenience Forms (pages 310–311)</li> </ul> 3 Recipes	<ul style="list-style-type: none"> <li>_____ Choose ways to serve cheese and milk products.</li> <li>_____ Understand what happens to milk and cream when they are cooked or frozen.</li> <li>_____ Select the correct procedures for cooking milk and cheese.</li> </ul>
	18. Preparing Breads and Cereals (pages 313–331) <ul style="list-style-type: none"> <li>• Principles of Baking (pages 313–316)</li> <li>• Cakes (pages 316–319)</li> <li>• Cookies (pages 319–320)</li> <li>• Pastry (320–323)</li> <li>• Quick Breads (pages 323–324)</li> </ul> <i>Continued</i>	<ul style="list-style-type: none"> <li>_____ Recognize how each ingredient functions in cakes, cookies, pastries, and breads.</li> <li>_____ Understand why specific methods are used to prepare cakes, cookies, pies, and breads.</li> </ul>



## Worksheet for Lesson Planning—FOOD FOR TODAY (Continued)

Weeks/Dates/Notes	Units/Chapters/Main Topics	To help you to . . .
	18. Preparing Breads and Cereals (Continued) <ul style="list-style-type: none"> <li>• Yeast Bread (pages 324–329)</li> <li>• Pasta Products (pages 329–330)</li> <li>• Thickening Agents (page 330)</li> <li>• Using Convenience Forms (pages 330–331)</li> </ul> 18 Handout Masters 17 Recipes	_____ Select the proper methods to cook and use cereal products.
	19. Preparing Fruits and Vegetables (pages 333–347) <ul style="list-style-type: none"> <li>• Fruits (pages 333–336)</li> <li>• Vegetables (pages 336–342)</li> <li>• Salads (pages 342–345)</li> <li>• Using Convenience Forms (pages 345–347)</li> </ul> 4 Visual Masters 7 Handout Masters 8 Recipes	_____ Decide how to serve fruits and vegetables. _____ Understand how cooking affects fruits and vegetables. _____ Select the correct methods for cooking fruits and vegetables. _____ Prepare a variety of salads.
	20. Preparing Meat, Poultry, Fish, and Eggs (pages 349–365) <ul style="list-style-type: none"> <li>• Meat (pages 349–354)</li> <li>• Poultry (pages 354–356)</li> <li>• Fish and Shellfish (pages 356–358)</li> <li>• Eggs (pages 358–364)</li> <li>• Soup (pages 364–365)</li> <li>• Using Convenience Forms (page 365)</li> </ul> 12 Handout Masters 15 Recipes	_____ Understand how and why high-protein foods react to different cooking methods. _____ Identify methods for cooking high-protein foods to retain nutrients. _____ Use cooking methods to bring out the best flavor, color, and texture in high-protein foods.
	21. Preserving Food at Home (pages 367–375) <ul style="list-style-type: none"> <li>• Should You Preserve Food? (page 367)</li> <li>• First Steps to Freezing or Canning (pages 367–368)</li> <li>• To Freeze Fresh Fruits and Vegetables (pages 368–369)</li> <li>• To Can Fresh Fruits and Vegetables (pages 369–374)</li> <li>• To Make Pickles, Jellies, and Jams (pages 374–375)</li> </ul> 1 Visual Master 9 Handout Masters 1 Recipe	_____ Determine when you can save money and time by preserving food at home. _____ Understand why exact methods must be used for canning and freezing food. _____ Follow correct procedures in freezing and canning fresh fruits and vegetables.

# Worksheet for Lesson Planning—FOOD FOR TODAY (Continued)

Weeks/Dates/Notes	Units/Chapters/Main Topics	To help you to . . .
	22. Serving and Eating Food (pages 377-396) <ul style="list-style-type: none"> <li>• Setting the Table (pages 377-381)</li> <li>• How To Serve Food (pages 381-386)</li> <li>• Table Behavior (pages 386-388)</li> <li>• Entertaining (pages 388-390)</li> <li>• Beverages (pages 390-396)</li> </ul> 5 Visual Masters 4 Handout Masters	_____ Serve food to make eating a pleasurable occasion. _____ Understand what is considered acceptable behavior while eating. _____ Know how to serve food for guests.
	Part Four: Creative Cooking 23. The Art of Creative Cooking (pages 399-415) <ul style="list-style-type: none"> <li>• Convenience Foods, the Time Savers (pages 399-401)</li> <li>• Gourmet on a Budget (pages 401-402)</li> <li>• Serve with a Flair (pages 402-406)</li> <li>• Herbs and Spices (pages 406-411)</li> <li>• Finishing Touches (pages 411-413)</li> <li>• Food as Gifts (pages 413-415)</li> </ul> 1 Handout Master 7 Recipes	_____ Cook creatively on a budget. _____ Add finishing touches to food. _____ Select and prepare foods to give as gifts.
	24. Food Around the World (pages 417-435) <ul style="list-style-type: none"> <li>• Great Britain (pages 417-418)</li> <li>• France (pages 418-419)</li> <li>• Spain (pages 419-420)</li> <li>• Scandinavia (pages 420-421)</li> <li>• Germany (page 421)</li> <li>• Italy (pages 421-424)</li> <li>• Russia (pages 424-425)</li> <li>• Near and Middle East (pages 425-427)</li> <li>• Africa (pages 427-429)</li> <li>• India (page 430)</li> <li>• The Orient (pages 430-433)</li> <li>• Mexico (pages 433-434)</li> <li>• Caribbean Islands (pages 434-435)</li> </ul> 5 Recipes	_____ Identify the food customs of different countries. _____ Describe some typical foods prepared in different countries.
Continued	25. Regional Foods in the United States (pages 437-453) <ul style="list-style-type: none"> <li>• Foods of the American Indians (pages 437-439)</li> </ul>	_____ Identify the food customs in different regions of the United States. _____ Understand how regional food customs developed.



## Worksheet for Lesson Planning—FOOD FOR TODAY (Continued)

Weeks/Dates/Notes	Units/Chapters/Main Topics	To help you to . . .
	25. Regional Foods in the United States ( <i>Continued</i> ) <ul style="list-style-type: none"> <li>• Food Traditions of the Immigrants (page 439)</li> <li>• Foods of the Northeast (pages 439–442)</li> <li>• Midwestern Foods (pages 442–443)</li> <li>• Foods in the South (pages 443–448)</li> <li>• Food in the Southwest (pages 448–449)</li> <li>• Pacific Coast and Northwest Foods (pages 449–451)</li> <li>• Hawaiian Food (page 451)</li> <li>• Regional Foods Today (pages 451–453)</li> </ul> 9 Recipes	_____ Compare the typical foods characteristic of regional cooking. _____ Analyze why regional foods can change from time to time.
	26. Outdoor Cooking (pages 455–466) <ul style="list-style-type: none"> <li>• Cooking on an Outdoor Grill (pages 455–459)</li> <li>• Cooking Over a Campfire (pages 459–466)</li> </ul> 1 Recipe	_____ Cook safely outdoors over an open fire. _____ Choose foods for outdoor cooking. _____ Build a campfire for cooking.
	Part Five: Careers 27. Careers in Food and Nutrition (pages 469–483) <ul style="list-style-type: none"> <li>• A Career for You (pages 469–472)</li> <li>• Career Opportunities (pages 472–483)</li> </ul>	_____ Identify the types of career opportunities available in food and nutrition. _____ Recognize the kinds of beginner's jobs available in food and nutrition. _____ Distinguish the difference between a career and a job. _____ Relate information on careers in food and nutrition to your own search for a career.
	28. How To Get and Keep a Job (pages 485–497) <ul style="list-style-type: none"> <li>• Where To Look for a Job (pages 485–489)</li> <li>• Getting the Job (pages 489–493)</li> <li>• How To Keep the Job (pages 493–497)</li> </ul> 1 Handout Master	_____ Know the different sources you can use to help you find a job. _____ Secure work experience while you are still in school. _____ Apply the necessary steps to make and keep an appointment for an interview. _____ Develop a resumé and fill out an application blank. _____ Identify the type of behavior that can increase your worth as an employee.





# Using the Textbook

The value of any textbook depends on the quality of the book and the way it is used in the classroom. Correctly used, a textbook will stimulate thinking and promote learning.

In making an adaptation to a particular school situation, it is important for students to become familiar with the book and to be aware of the author's purpose.

## STUDY THE PREFACE

Take time to discuss the textbook preface with your students. It can help to motivate them and to give meaning to the study of food. You may want to pose questions such as:

- What is the purpose of the textbook *Food for Today*?
- What does the title imply?
- What changes in our society and around the world have impact—direct or indirect—on our lives?
- What do we mean when we use the word “life styles” in conversation?
- How can the study of food help you cope with health decisions now and in the future?

## REVIEW DESIRED OUTCOMES

Eleven selected outcomes for students to achieve have been listed in the preface of *Food for Today*. They are as follows:

Students should be able to:

- Relate good nutrition to health.
- Determine what their daily food needs are.
- Understand food customs in relation to different ethnic groups and life styles.
- Sift out exaggerated claims and recognize the facts relating to food and nutrition in advertising, news reports, and other media presentations.
- Make food choices to meet their daily nutrition needs.
- Reach and maintain their best weight level.
- Be aware of the seriousness and complexity of the world food situation.
- Make the best possible decisions in the marketplace relating to food and kitchen appliances and equipment.
- Use correct methods in buying and storing food.
- Prepare and serve nutritious food creatively for family and friends.
- Consider a career in food and nutrition.

Use these outcomes to emphasize “why” questions. Ask, “Why did the authors choose these particular outcomes to highlight in the preface?” This approach is helpful in eliciting answers because it demands more than memory. It will also give you insight into some of the values and attitudes of your students. (You may want to point out the importance of the acknowledgments found in the introductory sections of most textbooks.)

## SURVEY THE TABLE OF CONTENTS

One of the responsibilities of the teacher is to assist and guide students in study skills. It requires practice; it is not a hit-or-miss approach.

Help your students understand the plan of the book—how it is organized into units and chapters. For instance, have them read the brief summary descriptions of each of the five units in the preface on pages 5, 6. Turn then to the table of contents on pages 7–10.

Point out that *Food for Today* consists of five units, or parts, and 28 chapters. For your convenience, the brief unit descriptions and chapter titles follow.

### **Part One—Nutrition for Good Health**

Discusses food habits, how nutrition affects health, what the nutrients do for the body, weight control, and the problems of the world food situation.

- Chapter 1. Your Food Habits
- Chapter 2. Is Our Food Safe To Eat?
- Chapter 3. Food and Your Health
- Chapter 4. Introduction to Nutrition
- Chapter 5. More About the Nutrients
- Chapter 6. Food Choices for a Day
- Chapter 7. Controlling Your Weight
- Chapter 8. Meeting Special Food Needs
- Chapter 9. Planet Earth: Enough Food for All?

### **Part Two—Consumer Decisions**

Deals with the decisions today's consumer must make—selecting and storing food, making the best use of kitchen space, and buying and using kitchen appliances and equipment.

- Chapter 10. The Consumer in the Marketplace
- Chapter 11. Your Buying Guide to Food
- Chapter 12. How To Store Food
- Chapter 13. Your Kitchen
- Chapter 14. How to Buy Kitchen Appliances and Equipment

### **Part Three—Food Preparation and Service**

Presents basic information on preparing and serving food. It tells why foods react as they do to different cooking methods, and which cooking methods can be used with specific foods.

- Chapter 15. Sanitation and Safety
- Chapter 16. Kitchen Ecology
- Chapter 17. Preparing Dairy Foods
- Chapter 18. Preparing Breads and Cereals
- Chapter 19. Preparing Fruits and Vegetables
- Chapter 20. Preparing Meat, Poultry, Fish, and Eggs
- Chapter 21. Preserving Food at Home
- Chapter 22. Serving and Eating Food

### **Part Four—Creative Cooking**

Covers the creative aspects of food preparation, including ethnic and regional foods and outdoor cooking.

- Chapter 23. The Art of Creative Cooking
- Chapter 24. Foods Around the World
- Chapter 25. Regional Foods in the United States
- Chapter 26. Outdoor Cooking

### **Part Five—Careers**

Highlights the career possibilities in food and nutrition and gives guidelines for getting and keeping a job.

- Chapter 27. Careers in Food and Nutrition
- Chapter 28. How to Get and Keep a Job



In short, the table of contents can be a convenient aid for organizing subject matter. It can serve as a framework or guide in determining scope and sequence.

### A SAMPLE CHAPTER FROM FOOD FOR TODAY

Features of the format used for each chapter are described below. Chapter 10 is used to show how and why each feature is included in the chapters of the text. The underlying principle is to assist students in comprehending the subject matter.

#### Feature

Chapter Title

To help you to . . .

Introductory Paragraph

Look for these terms

#### Significance

Chapter 10. The Consumer in the Marketplace

- Make decisions in the marketplace.
- Understand how consumer aids can help you.
- Buy food to get the most value for your money.

(All 28 chapters begin with objectives written in the student's language. They help students "walk" through the development of the content. These goals also tell them the purpose for reading the chapter.)

Every time you buy something—whether it is a product or a service—you must make decisions. You must decide what to buy, where to buy it, and how much to pay for it. These decisions are especially important when you shop for food. They can determine the nutrition you get every day, the enjoyment you get from your food selections, and the money you spend or save.

(The introductory paragraph tells the students in a practical way what is to be gained from reading the chapter.)

buying clubs  
co-ops  
delicatessens  
supermarkets  
supply and demand

(Vocabulary terms are identified alphabetically in a single column. This feature helps students read with a purpose. As they read the copy that follows, they will find these terms identified in italics and defined for easy comprehension in sentence structure. The definition will also help students understand main concepts. You may want to choose only those terms related to ideas you wish to emphasize in class. Take time to pronounce each term slowly and clearly. Have class repeat.)

## **HOW DO YOU MAKE DECISIONS?**

### **HOW MUCH SHOULD YOU SPEND ON FOOD?**

#### **Why Do Food Prices Change?**

#### **Your Food Selections Determine Budget WHERE WILL YOU SHOP?**

#### **Selecting a Store Let's Explore and Report**

End of First Section of Chapter 10  
Look for these terms

### **BE AN AWARE SHOPPER**

#### **Advertising**

#### **Food Labels**

#### **Unit pricing**

#### **Open Dating**

#### **Selling Techniques Used by Stores**

### **PLAN YOUR SHOPPING**

#### **Your Shopping List**

#### **Save Money When**

#### **You Shop**

#### **Your Responsibilities**

#### **Unloading at the Checkout Counter**

(First main topic. All main topics are printed in blue for easy identification, making it helpful for you to select only those that you wish to cover at any particular time. They also help students identify the concepts, or big ideas, that underlie the lesson. They serve as an outline for lesson plans. They help the students follow new learnings sequentially and guide them in seeing relationships of content after reading the total chapter.)

(Second main topic in blue.)

(First sub-point in bold type for easy reading. It enables students to get clarity and meaning in supporting the main topic.)  
(Second sub-point in bold type.)

(Third main topic in blue.)

(First sub-point in bold type.)  
(Several learning experiences are given, enabling students to participate, either individually or in small groups, in obtaining information related to content covered in textbook. These merely suggest possibilities. Additional learning experiences for every chapter are given in the Teacher Resource Guide. Select those you can adapt readily to local situations. You may also want to add those activities you have used successfully in the past.)

impulse buying  
open dating  
standards of identity  
unit pricing  
universal product code

(Vocabulary terms are identified alphabetically in a single column.)

(First main topic in blue.)

(First sub-point in bold type.)

(Second sub-point.)

(Third sub-point.)

(Fourth sub-point.)

(Fifth sub-point.)

(Second main topic in blue.)

(First sub-point in bold type.)

(Second sub-point.)

(Third sub-point.)

(Fourth sub-point.)



**WHEN YOU HAVE  
COMPLAINTS  
HOW FOOD GETS TO  
THE MARKETPLACE**

Let's Explore and Report  
What Would YOU Do?

(Third main topic in blue.)

(Fourth main topic in blue.)

(Student learning experiences.)

You are doing the family food shopping in a supermarket. As you walk down one of the aisles, you suddenly notice one of the customers. She is stuffing several packages of candy into her purse.

(At the end of every chapter, students will find a suggestive "open-ended" situation to act out. This role-playing technique is useful in developing insight into problems of interrelationships and value clarification.)

NOTES





# Lesson Planning

NOTES

This section includes the following information, organized on a chapter-by-chapter basis:

- Main Topics
- Instructional Objectives.
- Brief Summary of Chapter.
- Learning Experiences.
- Evaluative Devices.
- A suggested list of Visual Masters, Handout Masters, and Recipe Masters to be used in each chapter.
- Teaching Techniques, summarized at the end of this section.

A list of selected references appears at the end of each unit, divided according to subject area. In addition, the following references provide valuable up-to-date information on all subjects discussed in the textbook.

Write to the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, for lists of publications in specific areas published by:

- U.S. Department of Agriculture
- U.S. Department of Commerce
- U.S. Department of Health, Education, and Welfare
- U.S. Department of Labor

The following periodicals provide information relating to all areas of food, nutrition, and consumer problems:

- Better Homes and Gardens Magazine*
- Co-ed*
- Family Circle*
- Forecast*
- Good Housekeeping Magazine*
- McCall's*
- What's New in Home Economics*
- Woman's Day*

Companies distributing films and filmstrips are listed on pages 80, 81.

## PART ONE—NUTRITION FOR GOOD HEALTH

- Chapter 1. Your Food Habits
- Chapter 2. Is Our Food Safe To Eat?
- Chapter 3. Food and Your Health
- Chapter 4. Introduction to Nutrition
- Chapter 5. More About the Nutrients
- Chapter 6. Food Choices for a Day
- Chapter 7. Controlling Your Weight
- Chapter 8. Meeting Special Food Needs
- Chapter 9. Planet Earth: Enough Food for All?

This part deals with some of the realities today's students must learn to face. It covers the relationship between food habits and health, the influences of life styles and modern technology on nutrition, the need for intelligent food choices, and the problems of the world food supply.

### Chapter 1: Your Food Habits

#### MAIN TOPICS

- Why Do You Eat?
- How Did Food Customs Originate?
- What Influences Your Food Choices?

#### FOOD FOR TODAY

Kowtaluk and Kopan  
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## INSTRUCTIONAL OBJECTIVES

After studying the Chapter and participating in selected learning experiences, students should be able to:

- Understand why people eat.
- Analyze the reasons for differences in food customs among various cultures.
- Identify the factors that influence their food choices.

Few people give much thought to why they eat certain foods or why their culture has specific food customs. This chapter introduces the study of people's food habits. It points out that food customs differ around the world according to people's needs and heritage. Some of the customs are based on religious beliefs, others on social behavior, and still others on food available in the area.

This chapter enables you to introduce the concept of different life styles and their relationship to food. You can help students realize that a family life style involves deeply held values and attitudes. Because food habits may vary from the norm does not mean they are undesirable. Instead, these differences call for tolerance and appreciation for the choices of others.

## STUDENT LEARNING EXPERIENCES

1. Form committees to select a country and research the family life style, customs, terrain, availability of food, diet patterns, and nutritional deficiencies. Look for the relationship of family life styles to food practices. Presentations are to be made in class.

2. Choose a family television show to watch in the next few days. Report on what the television family has in common with families you know. How do they differ? Would people from other cultures understand the values represented on television? What do you think of the values shown?

3. Describe some of the food customs practiced in your family which you would like to continue in your future life style. What effect do you believe these customs have on family unity?

4. Bulletin board: "Life Styles Then and Now." Display pictures of activities and possessions of a nineteenth-century family contrasted with those of a middle-class family of today. Identify changes in standards of living, food production, family roles, needs, and values.

5. Analyze children's television commercials. Watch children's television programs for an hour on Saturday morning. Write down any food products advertised and what was said about them. Comment on the effect the commercials might have on children's food habits.

6. Fasten a map of the world to the bulletin board. (You can buy an excellent world map from The National Geographic Society, Washington, D.C. 20036.) Have each student place a pin in the country representing his/her ethnic heritage. Around the map, put labels or pictures naming one or two of the most popular foods in each of the countries pinned. Attach colored yarn or string from the pin to the label or picture.

7. Bulletin board: "New Foods in the Marketplace." Post articles and advertisements describing the latest food items and trends. Secure labels from some of the newest foods for display.

8. If possible, invite an advertising agency representative to describe to students how people's needs are analyzed and used in preparing advertising for the different types of media.

9. Find, mount, and label advertisements that appeal to each basic need mentioned in the text. Select the best samples and display them on the bulletin board. Recognize that basic needs are similar in all cultures, although the ways in which they are satisfied may differ.



## QUESTIONS FOR DISCUSSION

## NOTES

1. What is the difference between hunger and starvation?
2. What are the basic human needs of people around the world?
3. What are the main food restrictions of the five major religions?
4. Why do family food customs have such a great influence on children's food habits?
5. What are the four basic flavors? What part of the tongue tastes each flavor? What other senses are involved in taste?
6. How do cultural backgrounds affect people's eating habits?
7. What does the term *value* mean? How can values influence eating habits?
8. How are emotions involved in food choices?
9. What are some of the current food trends?

## Chapter 2: Is Our Food Safe To Eat?

### MAIN TOPICS

What Are Additives?

Contaminants

The Truth Behind Food Fads

### INSTRUCTIONAL OBJECTIVES

After studying the chapter and participating in selected learning experiences, students should be able to:

- Understand why food additives are used.
- Know how food additives and contaminants are controlled.
- Appraise the truth behind food fads.
- Recognize how food quacks operate.

This chapter gives an overview of some of the concerns relating to food additives as well as to contaminants which find their way into the food supply. It also points out some of the problems relating to "health" foods and faddism. It develops student awareness for later discussions involving nutrients in food and the advertised claims of "health" foods.

### STUDENT LEARNING EXPERIENCES

1. Bring in labels from canned and packaged foods and analyze the labels for additives. Groups can be formed to compile a report listing the additives, beginning with the most common one. Describe the purpose of each additive. Discuss what would happen to the foods if additives were not used.
2. Debate the pros and cons of additives.
3. With permission of the appropriate school officials, have students conduct a survey of the student body to find out their beliefs and attitudes relating to food faddism. Select four or five questions which other students can answer easily. Make up a form which can be used in taking the survey. Compile and discuss the results of the survey. Some of the questions that might be asked:

- Do you think organic foods are better than processed? Why?
- Do you think food additives are harmful to the human body?
- Are natural vitamins better than manufactured? Why?
- Will large amounts of vitamin C prevent colds?

4. Bulletin board: "Tell the Truth." Collect and post advertisements relating to food fads. On each, write the truth about the statements made. For instance, if an ad urges people to take large doses of vitamin E, the truth is, "The body can't use more than it needs. Large doses waste money and could

be harmful to health." If display area is limited, an opaque projector may be used to show the ads.

5. Invite an FDA representative or nutritionist to speak on the health dangers of food faddism.

### QUESTIONS FOR DISCUSSION

1. What are additives?
2. What is meant by the shelf life of a product?
3. What are emulsifiers?
4. What government agencies are responsible for the safety of food?
5. What additives are included in the GRAS list?
6. What are regulated food additives?
7. How do contaminants get into food?
8. How are contaminants controlled?
9. What are food fads? Food quacks?
10. What are some of the methods used by food quacks to sell their products?
11. What are some of the dangers of food faddism?
12. How can you find out the truth about food fads?

## Chapter 3: Food and Your Health

### MAIN TOPICS

What Is Good Health?

What Happens to Food in the Body?

How Life Styles Affect Nutrition and Health

### INSTRUCTIONAL OBJECTIVES

After studying the chapter and participating in selected learning experiences, students should be able to:

- Identify the signs of good health.
- Analyze what happens to food in the human body.
- Recognize how life styles affect nutrition and health.

Except for making a few vague generalizations, most people find it difficult to make a direct connection between nutrition and good health. This chapter begins with the characteristics of good health and the body's need for exercise, rest, and nutrients. It describes briefly and simply how the body's digestive system works and how food is broken down into nutrients so the body can use them. From there, the nutrients are traced as they are transported by the body's circulatory system. Simple examples are given of how nutrients help the body build cells, create energy, and carry on some of the basic processes such as heating and cooling. Also discussed are the effects on nutrition of life styles characterized by poor eating habits and the use of alcohol and other drugs.

### VISUAL MASTERS

- VM-14    A. *The Human Digestive System.*  
             B. *Overlay—Parts of the Human Digestive System.*  
             C. *Overlay—How Food Turns into Nutrients.*

### STUDENT LEARNING EXPERIENCES

1. Arrange with the physical education department to hold an exercise clinic. Make a survey of the number of hours each student spends exercising. Include time spent walking. Relate this to exercise needed. Hold a brainstorming session for ideas to help students get more exercise.



2. Write and act out a skit or puppet show explaining how the circulatory system delivers nutrients to the cells.

3. Read and report about the processes of digestion, absorption, and elimination of food. Indicate how they are impaired by illness, such as diabetes, or an underactive thyroid.

4. Individually or in committee, study the physiological and psychological reasons for renewed energy after taking a break. Relate your findings to state laws that require breaks on the job.

5. Make a survey of community- and tax-supported health services such as county health departments, dental and eye clinics, prenatal centers, and homemaker services. Report your findings to class.

6. List health habits you think desirable for your age group. Compare your ideas with those of your classmates.

7. Have a panel discussion on "The Upset Stomach." Discuss some of the causes of indigestion and how they can be avoided.

8. Obtain charts from the science department which show how the human body works. A team-teaching approach may be considered.

9. Bulletin board: "To Your Good Health." Show the five basic necessities for good health—oxygen and water, a variety of food that gives all of the necessary nutrients, rest, and exercise.

10. Contact the local blood bank for a speaker to discuss how human blood is processed for use in transfusions.

11. With administrative permission, ask a representative of a local drug control center to discuss the effects of alcohol and other drugs on the body's nutritional status. How serious a health problem are drugs and alcohol among today's youth?

## QUESTIONS FOR DISCUSSION

1. What are some of the signs of good health?
2. Why does everyone need exercise?
3. Why is sleep essential for the body?
4. What is digestion?
5. Describe the digestive tract.
6. What part does the mouth play in the digestion process?
7. What happens to food in the stomach?
8. What is satiety?
9. What type of food particles are allowed to leave the stomach and enter the duodenum?
10. Describe the small intestine.
11. What happens to the following foods in the small intestine—proteins, carbohydrates, fats, vitamins, minerals?
12. What is the main function of the colon?
13. How does the body's circulatory system work?
14. How are the nutrients delivered to the cells?
15. How does the body use nutrients?
16. Why does an adult body need new cells?
17. How does the body create energy?
18. Describe how the emotions can affect digestion.
19. Can an ulcer be healed? Explain your answer.
20. Describe the effects of alcohol and other drugs as they relate to good nutrition.

## NOTES ON CHAPTERS 4 and 5

Chapter 4, "Introduction to Nutrition," and Chapter 5, "More About the Nutrients," can be assigned according to students' abilities.

Chapter 4 gives basic facts about the nutrients and nutrition in general. The chart of nutrients at the end of the chapter supplements these facts. By studying Chapter 4, students will have a working knowledge of nutrition, enabling them to proceed to Chapter 6 on meal planning.

The presentation in Chapter 5 is a much more detailed and advanced study of the nutrients. In some classes, this chapter can be used in conjunction with Chapter 4. It can also be used for gifted students as an independent study of the nutrients.

This arrangement of information will give teachers a wider range of flexibility and adaptability in their teaching approach to nutrition.

## Chapter 4: Introduction to Nutrition

### MAIN TOPICS

What Are Nutrients?  
 How Do Nutrients Work?  
 How Does Nutrition Affect Your Health?  
 What Is Nutrition Labeling?  
 Know Your Nutrients (Chart)

### INSTRUCTIONAL OBJECTIVES

After studying the chapter and participating in selected learning experiences, students should be able to:

- Identify the language of nutrition.
- Understand how the nutrients work in the human body.
- Recognize how nutrition labeling can help them.

This chapter presents a basic introduction to the five main nutrients—proteins, fats, carbohydrates, vitamins, and minerals. Health depends on a balanced supply of these nutrients. None of them acts alone. Nutrition labeling is introduced.

### VISUAL MASTERS

VM-15 *Nutrients Work Together.*  
 VM-16 *Nutrition Label.*

### STUDENT LEARNING EXPERIENCES

1. Survey foods in a grocery store for those carrying nutrition labels. Report to class. Which foods must carry the labels according to law?
2. List foods typical of your own ethnic culture group and classify them according to the five main nutrients.
3. Design food mobiles showing the five main nutrients and water.
4. Bulletin board: "What's in a Name?" Display newspaper and magazine articles and advertisements which use technical nutrition terms such as polyunsaturated fats and names of nutrients. In class discussion, explore the implications of these terms as they are used in the articles and advertisements.
5. Bring in advertisements urging people to take large doses of vitamins and minerals. Analyze them in light of the information in this chapter.
6. Which, if any, of your eating habits do you recognize as undesirable from the standpoint of good nutrition? What steps can you take to change them?
7. Research how a basal metabolism test is performed. What is its significance to health?

8. Conduct a survey to see whether or not people would be willing to pay more for foods with nutrition labels.

NOTES

### QUESTIONS FOR DISCUSSION

1. What is nutrition?
2. What are nutrients?
3. What are the five major nutrients and what do they do?
4. Why does the human body need water?
5. What is a calorie?
6. What are empty calories?
7. What are the four important points to remember about nutrients?
8. What is the difference between RDA and U.S. RDA?
9. What food products must have nutrition labeling?
10. How can nutrition labeling help you?
11. What information appears on a nutrition label?

## Chapter 5: More About the Nutrients

### MAIN TOPICS

Carbohydrates

Fats

Proteins

Vitamins

Minerals

### INSTRUCTIONAL OBJECTIVES

After studying the chapter and participating in selected learning experiences, students should be able to:

- Know what each nutrient does for the human body.
- Identify the best food sources of each nutrient.
- Understand what happens when they eat too little or too much of a nutrient.

This chapter gives detailed information on the nutrients, covering what they do, what happens if the body does not get enough or gets too much, and the important food sources.

### STUDENT LEARNING EXPERIENCES

1. The school lunchroom can be a valuable nutrition laboratory for the students. Working with the manager, have students make nutrient labels for foods served every day for a week or more, showing the main nutrients the foods contain. If possible, post labels or charts where students can see them when they select food in the lunch line.

2. After you have covered the effects of overuse of vitamins and minerals, have a debate on whether or not more foods should be fortified.

3. Make up a day's menu, using as many fortified, fabricated, or formulated foods as possible. From packages, list the nutrients that a serving of each food would provide. Total. What nutrients, if any, would be missing from your day's food? What nutrients would you have eaten in excess amounts?

4. During the course, bring in newspaper and magazine articles on latest information on nutrition to share with the class.

5. In cooperation with the science department, arrange rat-feeding experiments to show results of nutrition deficiencies. Relate the results to poor nutrition in the human body.

### FOOD FOR TODAY

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6. Develop a comparison card of your favorite food, showing the nutrients and amounts in that food. Use Appendix G, which shows the percentages of nutrients in foods. When making any analysis of food nutrients, use percentages of nutrients. This will help you to become more comfortable with nutrition labeling, which uses percentages.

7. Obtain up-to-date materials on dental health and care from the American Dental Association, 211 E. Chicago Avenue, Chicago, Illinois 60611.

8. Form committees to prepare a *Nutrition IQ Quiz*. Give the quiz to five to ten students outside of class. Tabulate your findings and compare your results with the findings of your classmates.

9. Select a nutrient to research. Make up a report, including information on historical development and the nutrient's contribution to good nutrition. Consider related diseases that are attributed to the nutrient's deficiency in the human body.

### QUESTIONS FOR DISCUSSION

1. Why should you study the nutrients?
2. Why are carbohydrates important to the body?
3. What causes tooth decay?
4. How can you prevent tooth decay?
5. What does fat do for the body?
6. What is the difference between saturated and polyunsaturated fats?
7. What happens to fats when the body does not have enough carbohydrates?
8. Why does your body need proteins?
9. Why are essential amino acids important to the human body?
10. What is the difference between high-quality (complete) and low-quality (incomplete) protein?
11. What is textured vegetable protein?
12. What are vitamins?
13. What happens to excess vitamins in the body?
14. Why are calcium and phosphorus needed by the human body?
15. Why should you use iodized salt?

## Chapter 6: Food Choices for a Day

### MAIN TOPICS

Meal Patterns  
Daily Food Guide  
Planning Meals

### INSTRUCTIONAL OBJECTIVES

After studying the chapter and participating in selected learning experiences, students should be able to:

- Compare how life styles affect meal patterns.
- Apply nutrition information to their food choices.
- Make the best use of their resources in meal planning.
- Evaluate their food choices every day.

This chapter discusses how life styles affect meal patterns in the United States. It points out the importance of selecting food for a whole day rather than stressing three main meals. It describes guidelines students can use in planning their daily food selections, including the Basic Four and Basic Seven food guides and nutrition labeling. Information is also presented for making meals more attractive and appealing, as well as nutritious.

**STUDENT LEARNING EXPERIENCES**

1. As a class project, plan a publicity campaign during National Nutrition Week, emphasizing the Daily Food Guide. Arrangements might be made to use the school's display case.

2. Plan a day's food using the three methods discussed in the chapter: the four and seven groups in the Daily Food Guide and nutrition labeling. Which method do you prefer? Why?

3. Hold a class discussion on the different types of meal patterns popular today.

4. Hold a contest to see who can prepare the best quick breakfast—one that supplies at least a third of the nutrients, is appealing, and can be prepared and eaten in a hurry.

5. Prepare a day's meal plan, using your favorite foods. Evaluate nutrients.

6. Make up a list of the foods you would like to eat for breakfast which are not normally considered breakfast foods.

7. Divide class into five groups. Each group is to select one of the characteristics of appealing meals—color, flavor, texture, size and shape, and temperature. Plan a visual display or poster for each characteristic.

8. Bulletin board: "Why Eat Breakfast?" Display pictures or sketches of what happens to people who don't eat breakfast. Make up and post several breakfast menus highlighting good nutrition.

9. Divide class into teams to survey the snack habits of other students in the school. What conclusions do you draw from the findings? Follow up with an article for the school newspaper, which focuses on do's and don't's of snacks.

10. Bring magazine and newspaper pictures of snacks. Analyze them for calories and nutrition. Show how each snack does or does not fit into one of the food groups in the Daily Food Guide.

11. Plan a week's menus using the Daily Food Guide. Include all food eaten, not just the three daily meals.

**QUESTIONS FOR DISCUSSION**

1. Name the food groups in the Daily Food Guide. Give the foods included in each and the number of recommended servings. Describe an average serving for each group.

2. How can food mixtures be classified according to the food groups in the Daily Food Guide?

3. What can you do to make a meal more appealing?

4. What resources are important in meal planning?

5. What is portion control?

6. What are make-overs?

7. What is the most important meal of the day? Why?

8. What foods should you serve for breakfast?

9. What is a basic lunch pattern?

10. What kind of food can you include in a packed lunch?

**Chapter 7: Controlling Your Weight****MAIN TOPICS**

What Is Your Best Weight?

What Causes Weight Problems?

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If You Are Overweight  
If You Are Underweight  
Keeping Your Correct Weight

### INSTRUCTIONAL OBJECTIVES

After studying the chapter and participating in selected learning experiences, students should be able to:

- Understand why excess weight is a health hazard.
- Identify the reasons people have weight problems.
- Decide on the best weight for them.
- Lose weight if they are overweight.
- Gain weight if they are underweight.
- Keep their weight at a desirable level.

This chapter attempts to motivate students to keep their weight at a desirable level. It discusses the health hazards and social disadvantages of being overweight. Helpful suggestions are offered for cutting down on the amount of food eaten and increasing physical activity. Some of the more popular fad diets are reviewed.

### VISUAL MASTERS

VM-18 *Textures Tell the Story.*

VM-19 A, B, C, D. *Balance—the Key to Weight Control.*

### STUDENT LEARNING EXPERIENCES

1. Learn the characteristics of high-calorie and low-calorie foods. Prepare several typical high- and low-calorie foods during the laboratory period. Sample each and write down what you consider to be the main texture of each food. Draw conclusions as to the characteristic textures of high- and low-calorie foods.

2. Bulletin board: "Calories **DO** Count." Show typical activities and the calories they use per hour. Also show popular foods and the amount of calories in each.

3. Have a panel discussion on the different types of fad diets currently popular.

4. Have students write and present a skit on the disadvantages of being overweight in today's society.

5. As a class, plan and prepare a buffet party featuring nutritious, low-calorie foods.

6. Develop a plan to set up a club for people who want to lose weight.

7. Have a contest to see who can come up with the best slogan or poster to motivate people to stay on their diets.

8. Bring to class articles and advertisements on crash diets and weight-reducing aids such as pills and reducing belts. Analyze the tactics used to appeal to the consumer. Draw conclusions regarding the merit of the products. Set up guidelines for weight control, following good health practices.

9. Debate the following ideas:

- I can lose weight by skipping breakfast.
- The best way to lose weight is to stop eating for several days at a time.
- The faster you lose weight, the better off you are.
- I don't eat much, but I still gain.

### QUESTIONS FOR DISCUSSION

1. What is the best way to find out what you should weigh?
2. How does obesity affect health?



3. How does modern living encourage overeating?
4. What are the characteristics of low-calorie foods? High-calorie foods?
5. What is seesaw dieting?
6. What are the benefits of exercise when dieting?
7. Why are high-protein, low-carbohydrate diets dangerous?
8. What causes underweight?
9. How can underweight people gain weight?
10. What should you do to keep your weight at a desirable level?

## Chapter 8: Meeting Special Food Needs

### MAIN TOPICS

Teenage Athletes  
 Living Alone  
 Vegetarians  
 Food Needs and the Life Cycle  
 Food for Medical Problems

### INSTRUCTIONAL OBJECTIVES

After studying the chapter and participating in selected learning experiences, students should be able to:

- Identify food needs for different stages of the life cycle.
- Understand how health problems can affect food needs.

This chapter covers conditions in people's lives that necessitate changes in the kind and amount of food they eat. The life styles that people select often require special care in meeting nutritional needs. Vegetarians, for instance, may find it difficult to make nutritious food selections. As people mature through their life cycle, their food needs also change. Illness and chronic diseases can also demand certain types of food.

### STUDENT LEARNING EXPERIENCES

1. Discuss the stages in a normal life cycle. For each stage, explain how and why you will probably have to change your food habits.
2. Prepare menus of bland foods, such as cream soup, tapioca pudding, and poached egg, which might be served to a convalescent. Show how to garnish the food attractively. Design and make small decorations that can be added to the tray.
3. Role play situations showing ways to encourage small children to try new and nutritious foods.
4. Plan a day's menu for a diabetic, based on the example in the textbook.
5. Interview a person who must restrict the type of food eaten. The person might be a diabetic or someone on a low-cholesterol or salt-free diet. Describe problems involved, especially in eating out, whether at friends' homes or in restaurants.
6. If possible, make arrangements to visit a home for the aged. Interview the coordinator of the food program concerning food needs and preparation, how special dietary needs are handled, and other related food problems.
7. Bulletin board: "Eat When Ill." Display pictures of food for the patient requiring a liquid diet, a semi-liquid diet, and a soft diet.
8. Look up recent studies on how the mother's nutrition and health habits influence the health of the baby during prenatal and postnatal periods. Find out community services that are available for assistance to the mother.

**QUESTIONS FOR DISCUSSION**

1. How can people living alone at any age be sure of getting a balanced daily diet?
2. What are the different kinds of vegetarian diets?
3. Why is a strict vegetarian diet dangerous?
4. Why should young girls develop good eating habits?
5. What can poor nutrition do to an unborn baby?
6. How do nutrition needs change during the life cycle?
7. How are foods classified for diabetics?
8. How can you help people who must limit the food they eat because of a health problem?

**Chapter 9: Planet Earth: Enough Food for All?****MAIN TOPICS**

The Good Years

What Caused the Food Shortage?

What Is the Solution?

**INSTRUCTIONAL OBJECTIVES**

After studying the chapter and participating in selected learning experiences, students should be able to:

- Interpret the causes of the world food crisis.
- Differentiate between developed and developing countries.
- Understand why the world food supply fluctuates.
- Draw conclusions about what can be done to provide enough food for all.

The information in this chapter will give students a foundation for understanding the complex problems involved in the world food situation. The world food supply picture changes constantly. Students will be better able to evaluate the problems involved and solutions offered if they understand the events leading up to the current situation. These events include the advances made in combating world hunger from 1950 to 1972, the sudden depletion of food reserves in 1972, the impact of inflation, and some of the attempts being made to solve the problems.

**STUDENT LEARNING EXPERIENCES**

1. Post a map of the world on the bulletin board. Use pins with three different colors of heads. With one color, identify the industrialized and developed countries. With another color, identify all of the underdeveloped countries. With the third color, identify the poorest of the underdeveloped countries. (Keep the map up during the time this chapter is covered so students can relate information to the location of these countries.)

2. Research what is being done to help increase the world food supply. For instance, a volunteer organization known as the "Gleaners" goes into cornfields after harvest and picks up ears of corn left behind by the machinery. The corn is donated to the world food supply.

3. Form committees to study the malnutrition problems in the United States. Compare the findings to worldwide malnutrition problems.

4. How would you interpret this statement? The population bomb is as great a threat to mankind as the nuclear bomb, except its fuse is longer.

5. Hold a World Food Conference. Each student will represent a country. The conference members should attempt to reach agreement on ways to solve the world food supply problem.

6. Predict some of the problems that families might face in the near future if the food shortage becomes acute in the United States.

NOTES

## QUESTIONS FOR DISCUSSION

1. What is the difference between developing and developed countries?
2. What is the green revolution?
3. What causes helped to create the world food crisis?
4. How does increasing population affect the world food situation?
5. How has the world climate begun to change?
6. How does inflation affect the world food situation?
7. What are some of the solutions proposed to increase the food supply?
8. What organizations are concerned with the world food supply?

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(Also see page 25.)

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- American School Food Service Assoc., 4101 East Iliff, Denver, Col. 80222.
- California Dry Bean Advisory Board, P.O. Box 943, 531-A North Alta Avenue, Dinuba, Calif. 93618.
- Campbell Soup Co., Educational Materials, Campbell Place, Camden, N.J. 08101.
- Cereal Institute, Inc., 135 South LaSalle Street, Chicago, Ill. 60603.
- Del Monte Corp., P.O. Box 3575, San Francisco, Calif. 94119.
- General Mills, Consumer Center, 9200 Wayzata Boulevard, P.O. Box 1113, Minneapolis, Minn. 55440.
- Kraft Foods, 500 Peshtigo Court, Chicago, Ill. 60690.
- Manufacturing Chemists Assoc., 1825 Connecticut Avenue, N.W., Washington, D.C. 20009.
- National Dairy Council, 111 North Canal Street, Chicago, Ill. 60606.
- National Live Stock and Meat Board, 444 North Michigan Avenue, Chicago, Ill. 60611.

National Marine Fisheries Service, U.S. Department of Commerce, National Oceanic and Atmospheric Administration, 100 East Ohio Street, Chicago, Ill. 60611.

The Nutrition Foundation, Office of Education, 888 17th Street N.W., Washington, D.C. 20006.

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Rice Council, P.O. Box 22802, 3917 Richmond Avenue, Houston, Tex. 77027.

Society for Nutrition Education, 2140 Shattuck Avenue, Suite 1110, Berkeley, Calif. 94704.

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U.S. Environmental Protection Agency, Washington, D.C. 20460.

Vitamin Information Bureau, 383 Madison Avenue, New York, N.Y. 10017.

Wheat Flour Institute, 14 East Jackson Boulevard, Chicago, Ill. 60604.

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## PART TWO—CONSUMER DECISIONS

Chapter 10. The Consumer in the Marketplace

Chapter 11. Your Buying Guide to Food

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Chapter 12. How To Store Food

Chapter 13. Your Kitchen

Chapter 14. How To Buy Kitchen Appliances and Equipment

This part deals with the daily decisions consumers must make. It reviews the decision-making process and includes information on wise buying practices, how to buy and store food, how to make the best use of a kitchen, and how to buy, use, and care for kitchen appliances and equipment.

## Chapter 10: The Consumer in the Marketplace

### MAIN TOPICS

How Do You Make Decisions?

How Much Should You Spend on Food?

Where Will You Shop?

Be an Aware Shopper

Plan Your Shopping

When You Have Complaints

How Food Gets to the Marketplace

### INSTRUCTIONAL OBJECTIVES

After studying the chapter and participating in selected learning experiences, students should be able to:

- Make decisions in the marketplace.
- Understand how consumer aids can help them.
- Buy food to get the most value for their money.

This chapter begins with a discussion of the decision-making process, which can help students make intelligent decisions in the marketplace. It also covers subjects such as how to get the most for their money, advertising, labeling, unit pricing, open dating, selling techniques used by stores, and consumer rights and responsibilities.

### VISUAL MASTERS

VM-20 *Anatomy of a Label.*

### STUDENT LEARNING EXPERIENCES

1. Relate the decision-making steps to your shopping decisions. Select a specific shopping situation and make up a poster, showing how the steps can be used to solve the problem.
2. Arrange a field trip to a wholesale produce terminal, if possible, to see how food is purchased and handled.
3. Role play situations showing different consumer behaviors in a supermarket.
4. Survey friends, neighbors, and relatives to find out how many people make a shopping list, use unit pricing and open dating, and understand the information on a label. Draw conclusions.
5. Arrange a field trip to a nearby supermarket so that students can find out from the manager how food quality is controlled, how the manager deals with faulty products and with consumer complaints, and why food is placed in certain locations within the store. If possible, arrange a demonstration on how to cut meat and poultry and save money.
6. Describe ways to help a child develop good consumer habits. Compare your ideas with those of your classmates.
7. Help to develop a class scrapbook on smart food shopping practices. Bring to class articles, cartoons, and pictures that help consumers shop



wisely. A poll can be taken to decide which items should be mounted in the scrapbook for future reference.

8. Debate what consumer responsibilities should be left up to the individual and what responsibilities should be assumed by the government.

9. Select a private association, government agency, business, or educational agency and investigate the services provided to consumers. Give a brief report to class.

10. Invite a marketing specialist or other qualified speaker to explain how new products are introduced and to discuss such topics as the role of advertising, the influence of the consumer in a capitalistic system, and how marketing research is performed.

11. Describe your own buying habits. Share with classmates any "poor buys" made in the supermarket. What shopping slogans can you suggest which will be helpful to consumers?

12. Bulletin board: "Buy Smart!" Display pictures and captions illustrating smart ways to shop, as suggested in the textbook.

14. Compare the advantages and disadvantages of the different types of food shopping stores—supermarkets, local grocery stores, roadside markets, cooperatives, and 24-hour food centers.

15. Form committees to investigate methods used by nearby food stores to encourage shoppers to buy on impulse. Analyze the effects the methods might have on consumers.

16. Plan a week's menu for a family of four around the food advertisements found in the local newspaper.

### QUESTIONS FOR DISCUSSION

1. What are the steps in decision making?
2. What causes food prices to change?
3. How can advertising help you in shopping?
4. What information must a food label give?
5. What is UPC and what does it do?
6. Is open dating a reliable guide to food freshness? Explain your answer.
7. How can unit pricing help you to shop more efficiently?
8. How do the store's selling practices influence what you decide to buy?
9. How can a shopping list help you?
10. What hints can you follow to save money when you shop?
11. What are your rights and responsibilities as a consumer?

## Chapter 11: Your Buying Guide to Food

### MAIN TOPICS

Milk Group  
Fruits and Vegetables  
Breads and Cereals  
Meat Group  
Fats, Oils, and Sweeteners

### INSTRUCTIONAL OBJECTIVES

After studying the chapter and participating in selected learning experiences, students should be able to:

- Identify the kinds of food sold.
- Judge the quality of food.
- Choose the best food for their needs.

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Information is given on types of food available, grades, characteristics to look for when buying, and guidelines for saving money.

### VISUAL MASTERS

- VM-21 *How To Select Fresh Fruit.*
- VM-22 *How To Select Fresh Vegetables.*
- VM-23 *Bones—the Clue to Tenderness.*
- VM-24 *Wholesale Cuts of Meat.*

### HANDOUT MASTERS

- H-1 *How To Buy Fresh Fruits.*
- H-2 *How To Buy Fresh Vegetables.*
- H-3 *Common Can Sizes.*
- H-4 *How To Buy Variety Meats.*

### STUDENT LEARNING EXPERIENCES

1. Survey the different types of milk sold in the area and the cost. Determine the most economical buy.
2. Bring in an assortment of labels from canned and frozen vegetables. Discuss how the information can help you decide which to buy.
3. Have a committee prepare a poster showing the seven basic wholesale cuts of meat. Label each as tender or less tender for beef, pork, veal, and lamb.
4. In a laboratory session, experiment with hamburger and hamburger mixed with textured vegetable protein as an extender. Make hamburgers and broil them. Evaluate the results for flavor, texture, and juiciness.
5. Bring in a supermarket newspaper advertisement featuring meats. Classify each meat advertised according to the amount of fat and bone in the cut. Figure the price per serving of each cut. Which is the best buy? The local newspaper food advertisements can serve as guides in reviewing “specials,” saving money, and learning about new products and new ideas.
6. Watch a demonstration of three grades of eggs—AA, A, and B—each broken into a separate dish to determine differences. Tell how to use each grade.
7. Debate: Advertised brands are better in quality than store brands.
8. Become a comparison shopper. Select one food item and price it in at least three different stores during the same week. The product must be the same brand, quality, and size. Report your findings to class.
9. Watch a demonstration of three different tuna sandwich fillings—one using grated tuna and pickle relish, another using chunk-style tuna and sliced pickles, and the third using whole pack tuna and whole gherkins. Sample each. Draw conclusions relating to the cost, flavor, and the amount of work involved in preparation.

### QUESTIONS FOR DISCUSSION

1. Why should you buy only pasteurized dairy products?
2. What are nonfat milk solids?
3. What is the difference between fresh and natural cheese?
4. What are the general quality signs to look for when buying fresh fruits? Fresh vegetables?
5. What should you avoid when buying fresh fruits and vegetables?
6. How does the condition of fresh fruits and vegetables affect their nutrients?
7. Why must milled grain products be enriched?

8. What is gluten? What does it do?
9. What are the characteristics of the different meat grades?
10. When shopping, why is price per serving more important than price per pound?
11. What quality signs should you look for when buying fresh fish? Frozen fish?
12. How does the label tell you whether poultry is tender?

## Chapter 12: How To Store Food

### MAIN TOPICS

Why Must Food Be Stored?  
 What Causes Food To Spoil?  
 Kinds of Food Storage  
 How To Store Food

### INSTRUCTIONAL OBJECTIVES

After studying the chapter and participating in selected learning experiences, students should be able to:

- Understand why food must be properly stored.
- Identify the different kinds of food storage.
- Wrap food properly for storage.
- Store each type of food correctly.

This chapter points out that foods vary greatly in the length of time they can be stored without spoilage. It includes information on the causes of food spoilage, the different types of food storage areas, and how to store food properly.

### HANDOUT MASTERS

H-5 *How Long Can You Store Frozen Foods?*

### STUDENT LEARNING EXPERIENCES

1. Have a member of a supermarket training department demonstrate how to pack food items in a shopping bag without damaging food or containers.
2. Divide class into groups. Each group is to select a food and demonstrate how to store it properly.
3. Investigate data and demonstrate how to clean dry storage areas properly.
4. Brainstorm ideas for types of containers which may be reused for storing food.
5. Experiment with different food-wrapping products such as waxed paper, foil, plastic wrap, and plastic bags. Evaluate cost, ease of use, special features, and retention of product quality.
6. Compile a list of foods that can be prepared ahead of time and kept in the refrigerator for a day or two.

### QUESTIONS FOR DISCUSSION

1. What causes food spoilage?
2. What are the three different types of food storage?
3. What does it mean to "rotate" food stock?
4. How should the following be stored? Milk. Cheese. Fresh fruit. Frozen food. Lettuce. Potatoes and onions. Meat. Canned meat. Fresh fish. Bread. Baked desserts. Oil.



**MAIN TOPICS**

Guidelines for Kitchen Planning  
Do the Best with What You Have  
Decorating the Kitchen

**INSTRUCTIONAL OBJECTIVES**

After studying the chapter and participating in selected learning experiences, students should be able to:

- Identify the basic types of kitchens.
- Make the best use of their kitchens.

This chapter covers the basics of kitchen planning—work centers, the work triangle, and traffic patterns—and relates them realistically to situations the students may face. The fundamentals and safe use of electricity are discussed. In addition, guidelines are given for decorating kitchens.

**VISUAL MASTERS**

- VM-25 *Refrigerator-Freezer Center.*  
VM-26 *Range Center.*  
VM-27 *Sink Center.*  
VM-28 *Work Triangle.*  
VM-29 A. *Basic Kitchen Plans.*  
B. *Traffic Patterns.*

**STUDENT LEARNING EXPERIENCES**

1. Bulletin board: "Keep Out of the Kitchen!" Show pictures or sketches of poisonous plants that should not be kept in the kitchen.
2. Tour the kitchen in the school lunchroom. Note how the layout, preparation, and storage areas are designed for efficiency and safety.
3. Hold buzz sessions on the theme, "Use Your Head and Save Your Heels." Consider ideas such as "Store near the place of first or most frequent use."
4. Collect and mount pictures of each of the four basic kitchen plans. Indicate advantages and disadvantages of each layout.
5. Write a brief report on what you would like to have in your ideal kitchen. Compare with classmates.
6. Shop in department stores and go through mail order catalogs for ideas for improving storage space in kitchens.
7. Invite representatives from different agencies and industries to discuss building codes for gas lines and electric wiring; electric wiring in general; kitchen lighting; low-budget ideas for redecorating a kitchen.

**QUESTIONS FOR DISCUSSION**

1. What are the main work centers in the kitchen?
2. What are the five basic types of kitchen plans?
3. How can the storage space in a kitchen be improved?
4. What materials are most commonly used as countertops?
5. What are the most common floor coverings for kitchens?
6. What should you do when a fuse blows?
7. What is meant by grounding an appliance?
8. How can you tell if the wiring in your home has a ground or a neutral wire?
9. What three qualities should kitchen decorations have?

### MAIN TOPICS

How To Buy Appliances  
Major Appliances  
Portable Electric Appliances  
Buying Used Appliances  
Kitchen Equipment

### INSTRUCTIONAL OBJECTIVES

After studying the chapter and participating in selected learning experiences, students should be able to:

- Understand warranties.
- Choose credit terms to meet their needs.
- Decide which appliances and equipment are best for their needs.
- Use and care for appliances and equipment properly.

Consumer information is presented on warranties and types of credit available for major-appliance purchases. In addition, the chapter covers how to buy and use major and portable appliances as well as kitchen equipment.

### VISUAL MASTERS

VM-30 *How To Buy a Refrigerator.*  
VM-31 *How To Buy a Range.*  
VM-32 *How To Buy a Dishwasher.*  
VM-33 *How To Buy Portable Appliances.*  
VM-34 *How To Buy Pans.*

### STUDENT LEARNING EXPERIENCES

1. Bring in a warranty for an appliance you have purchased or secure one from a local store or an appliance manufacturer. Read in class and discuss.
2. Bulletin board: "What's the Problem?" Show the steps to be taken when an appliance doesn't work.
3. Visit second-hand stores, look at appliances, and evaluate their cost in relation to the cost of a new one. Is a guarantee given for any of the appliances? Explain.
4. Form into committees and choose one of the following: Refrigerator-freezer, range, dishwasher, disposer, compacter, or a portable electric appliance such as a toaster or mixer. Prepare and present a skit showing how to select the appliance, use it, and care for it.
5. Invite a credit expert to discuss types of credit, how to shop for it, and how to read the credit contract.
6. Arrange for a demonstration on a microwave oven.
7. Invite a utility home economist to explain the features available on appliances and to discuss the use of appliances in relation to conserving resources.
8. Collect clippings from advertisements and catalogs for one type of major kitchen appliance. Make up a chart comparing the features found in the products of different manufacturers.
9. Study the owner's manuals which accompany the appliances in your food laboratory. Prepare a demonstration on how to use one of the appliances safely and properly. Present the demonstration in class.

## QUESTIONS FOR DISCUSSION

1. Why are AGA and UL seals important to consumers?
2. What is covered by a full warranty? A limited warranty?
3. What information must be on a warranty?
4. When you apply for a loan, how must the interest be stated?
5. What should you do if an appliance does not work?
6. What features should you look for when buying:
  - Refrigerator-freezer?
  - Range?
  - Dishwasher?
  - Disposer?
  - Trash Compacter?
7. What should you consider when buying portable appliances?
8. What pan materials are good conductors of heat?
9. What risks are involved in buying used appliances?
10. What should you look for when selecting cooking and baking utensils?
11. What features should you consider when buying food preparation tools?

**Selected References: Part Two—Consumer Decisions**

(Also see page 25.)

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- Household Finance Corp., Money Management Institute, Prudential Plaza, Chicago, Ill. 60601.
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Dow Chemical Co., Health and Consumer Products Department, P.O. Box 68511, Indianapolis, Ind. 46268.

National Live Stock and Meat Board, 444 North Michigan Avenue, Chicago, Ill. 60611.

United Fresh Fruit and Vegetable Assoc., 777 14 Street, N.W., Washington, D.C. 20005.

## Periodicals

*Changing Times*  
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## APPLIANCES, EQUIPMENT, AND KITCHENS

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American Gas Assoc., 1515 Wilson Boulevard, Arlington, Va. 22209.

Association of Home Appliance Manufacturers, 20 North Wacker Drive, Chicago, Ill. 60606.

Better Light Better Sight Bureau, 90 Park Avenue, New York, N.Y. 10016.

Consumer Product Safety Commission, Washington, D.C. 20207.

Corning Glass Works, Product Information, Corning, N.Y. 14830.

Electric Energy Association, 90 Park Avenue, New York, N.Y. 10016.

Gas Appliance Manufacturers Assoc., 1901 North Fort Myer Drive, Arlington, Va. 22209.

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## PART THREE: FOOD PREPARATION AND SERVICE

Chapter 15. Sanitation and Safety

Chapter 16. Kitchen Ecology

Chapter 17. Preparing Dairy Foods

Chapter 18. Preparing Breads and Cereals

Chapter 19. Preparing Fruits and Vegetables

Chapter 20. Preparing Meat, Poultry, Fish, and Eggs

Chapter 21. Preserving Food at Home

Chapter 22. Serving and Eating Food

This unit stresses the importance of sanitation and safety in selecting, preparing, serving, and storing food. It gives students insight on how to prepare and serve nutritious meals attractively. Consideration is given to preserving food at home. Each chapter includes knowledge, attitudes, and skills that are useful in a basic foods course.

### Chapter 15: Sanitation and Safety

#### MAIN TOPICS

Sanitation in the Kitchen

Safety in the Kitchen

#### INSTRUCTIONAL OBJECTIVES

After studying the chapter and participating in selected learning experiences, students should be able to:

- Recognize the causes of food-borne illness.
- Know how to prevent food-borne disease.
- Identify safety hazards in the kitchen.
- Demonstrate safety practices and prevent accidents in kitchens.

This chapter covers the all-important areas of sanitation and safety, which are an integral part of foods classes. The causes of food-borne illness are discussed, along with guidelines for preventing them. Safety hazards are identified, with suggestions given for preventing or eliminating them.

#### VISUAL MASTERS

VM-35 *Bacteria Temperature Chart.*

#### STUDENT LEARNING EXPERIENCES

1. Survey friends, neighbors, and relatives to gather information regarding their knowledge of food-borne illness and the importance of keeping food at correct temperatures. As a result of survey, plan an information campaign to call people's attention to food-borne illness.

2. Obtain culture plates from the science department and experiment with bacteria growth. Make up two identical sets of plates. Have a student sneeze on one. Place human hair, fingerprints, and cat or dog hair on the

others. Let one set of culture plates remain at room temperature. Refrigerate the other set. Compare the two sets of plates after a period of time.

3. Assist students to establish safety rules for use in the food laboratory. Develop and reproduce these rules for distribution to all class members for inclusion in their notebooks.

4. Bulletin board: "Temperatures Are Important." Show illustration of a large thermometer and critical temperatures for food storage, similar to the one in VM-35. Show pictures of types of storage areas to keep foods at the temperatures recommended. Color the areas of greatest bacteria growth in red as the danger zones.

5. Brainstorm for ideas on types of food and containers to take on outdoor outings such as picnics, bike trips, and backpacking.

6. Form a committee to write and present a skit on kitchen safety, with "Careless Cora" as the main character.

7. Investigate how you would report unsafe products through local agencies.

8. Invite representatives from the following to make presentations:

- Red Cross—first aid procedures for common kitchen accidents.
- U.S. Product Safety Commission—safety of kitchen appliances and products.
- Local health department—food-borne illness and need for sanitation procedures.
- Police or fire department or local safety council—safety practices in kitchens.
- School lunch manager—sanitation and safety practices followed in the school lunch kitchens.

9. Research the sanitary and safety practices that are required in grocery stores and supermarkets.

10. List safe cleaning supplies for the care of a kitchen.

11. Form into committees to make sanitation or safety posters for display in the school and in the food laboratory.

12. Watch a demonstration showing safe methods for disposing of broken glass.

13. Write a report about laws enacted by local, state, and federal governments to promote sanitary food practices.

## QUESTIONS FOR DISCUSSION

1. What causes food-borne illness?
2. How do bacteria get into food?
3. What can you do to prevent bacteria from growing in food?
4. How can you keep food at the correct temperature for warm-weather outings?
5. What sanitation precautions should you take when cooking for a crowd?
6. What causes accidents?
7. What are the most common accidents in a kitchen?
8. How can you prevent burns in a kitchen? Falls? Cuts?
9. What are other safety hazards in the kitchen? What habits of orderliness can help to reduce safety hazards?

## Chapter 16: Kitchen Ecology

### MAIN TOPICS

How To Conserve Natural Resources

How To Conserve Personal Resources

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## INSTRUCTIONAL OBJECTIVES

After studying the chapter and participating in selected learning experiences, students should be able to:

- Conserve natural resources when preparing food.
- Save time and energy in the kitchen.
- Organize and simplify meal preparation.

Conservation is the main theme of this chapter. It begins with guidelines for conserving natural resources—fuel, water, and food. From there, it applies conservation to personal resources—saving time, energy, and money.

## VISUAL MASTERS

VM-36 *Gas and Electric Meters.* Use with H-8.

VM-37 *Gas and Electric Utility Bills.* Use with H-9.

## HANDOUT MASTERS

H-6 *How To Make Food Substitutions.*

H-7 *How Foods Change in Volume When Prepared.*

H-8 *How To Read Electric and Gas Meters.*

H-9 *How To Read Electric and Gas Utility Bills.*

H-10 *How To Grow Your Own Vegetables.*

## STUDENT LEARNING EXPERIENCES

1. Plan a meal for the following family: Mother works, comes home at 4:30 P.M. Two younger children come home from school about 4 P.M. An older son comes home from work at 6 P.M. and must leave at 6:45 P.M. for evening classes. Plan meal, make up a shopping list, and a time schedule so the food is ready on time.

2. Search for a meal-in-one recipe for a main dish. Explain how the following people could use the recipe: A single. A young married couple. A family of six with both parents working. An elderly couple who live only on social security payments.

3. If possible, make arrangements for a joint session with the physics class. Share instructional activities with the physics teacher and discuss the principles of gas and electricity as energy fuels. Relate to conservation in the home and particularly in the kitchen.

4. Have a poster contest for the entire school on how to stop food waste.

5. Many people feel their efforts at energy conservation are too small to make any difference in the total picture. Debate the pros and cons of individual effort in conservation.

6. With the cooperation of the school lunch manager, survey the amount of food thrown away in the lunchroom. Develop a campaign to make the student body aware of food waste and to cut down food waste in the lunchroom.

7. Have a crystal ball discussion in which students try to predict changes in life styles that might result from the energy crisis. How could fuel shortages, increased cost of fuel, and power failures change people's life styles? Their values and goals? Interests? Family life? Home management?

8. Write a newspaper advertisement urging residents in the community to stop food waste.

9. Write a one-minute radio advertisement urging people to conserve fuel. Include hints on how fuel can be conserved.

10. Invite a representative of a garden club or local garden supply center or the garden editor to explain how to grow vegetables in either a small garden or in containers for porch, patio, or window.

11. Review abbreviations and equivalents listed in Appendixes A and J in

the textbook. Practice doubling and dividing recipes in both the metric and customary systems.

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12. Find out from local authorities what kind of garbage is difficult to dispose of. What is the consumer's responsibility in regard to this problem?

### QUESTIONS FOR DISCUSSION

1. What can you do to conserve fuel as you work in the kitchen?
2. How can you stop food waste in your home?
3. If your area suffers from brownouts, what can you do to help prevent them?
4. How can some materials and containers be recycled or reused?
5. What information should a recipe give you?
6. What steps should you take in preparing a recipe?
7. How can you change a recipe to give a smaller yield?
8. How does altitude affect cooking methods?
9. What is pre-preparation?
10. How can you simplify your work in the kitchen?

## Chapter 17: Preparing Dairy Foods

### MAIN TOPICS

Cooking with Milk  
When You Make Frozen Desserts  
Serving and Cooking Cheese  
Using Convenience Forms

### INSTRUCTIONAL OBJECTIVES

After studying the chapter and participating in selected learning experiences, students should be able to:

- Choose ways to serve cheese and milk products.
- Understand what happens to milk and cream when they are cooked or frozen.
- Select the correct procedures for cooking milk and cheese.

The chapter deals with the basic principles involved in preparing and cooking dairy foods—milk, cream, and cheese. Nutrients, flavor, and appearance are considered.

### RECIPES

R-1 *Apple Cheddar Fondue*  
R-10 *Cheese Soufflé*  
R-35 *Pumpkin Custard*

### STUDENT LEARNING EXPERIENCES

1. Prepare, in the food laboratory, recipes calling for milk, but use non-fat dry milk instead of fluid milk. Evaluate results.
2. Participate in a cheese-tasting party. Sample a variety of cheeses with plain crackers. Relate your findings to the information in the textbook.
3. Compare several types of milk—homogenized, skim, evaporated, non-fat dry. Sample each type. Discuss the differences in cost per serving, convenience, nutritive value, and flavor.
4. Find out about federal, state, and local regulations and ordinances that apply to the production and sale of dairy products in your community.
5. Each student is to select a different country. All of the continents should be represented. Explore how dairy foods are used in the country—the sources of milk, how cheese is made, and how the foods are stored, prepared,

and eaten. Make up a visual display showing some of the more unusual methods of preparing dairy foods. Compare these methods with those customarily used in the United States.

### QUESTIONS FOR DISCUSSION

1. What sometimes causes an off-flavor in milk when it is cooked?
2. What is scum, and how can it be prevented?
3. What happens when milk is cooked at too high a temperature?
4. How can you prevent milk from curdling?
5. What is scalded milk?
6. What kind of cheese should be served at room temperature? Well chilled?
7. What happens to cheese when it is overcooked?
8. How can you prevent cheese from overcooking?

## Chapter 18: Preparing Breads and Cereals

### MAIN TOPICS

Principles of Baking  
Cakes  
Cookies  
Pastry  
Quick Breads  
Yeast Bread  
Pasta Products  
Thickening Agents  
Using Convenience Forms

### INSTRUCTIONAL OBJECTIVES

After studying the chapter and participating in selected learning experiences, students should be able to:

- Recognize how each ingredient functions in cakes, cookies, pastries, and breads.
- Understand why specific methods are used to prepare cakes, cookies, pies, and breads.
- Select the proper methods to cook and use cereal products.

This chapter describes the functions of the basic ingredients used in baking. It also discusses different methods used in the preparation of baked goods and cereals.

### HANDOUT MASTERS

- H-11 *How To Frost a Layer Cake.*
- H-12 *How To Make Pie Crust.*
- H-13 *How To Shape a Loaf of Bread.*
- H-14 *How To Shape Rolls.*
- H-15 *Score Card for Shortened Cakes.*
- H-16 *Score Card for Unshortened Cakes.*
- H-17 *Score Card for Cookies.*
- H-18 *Score Card for Pies and Tarts.*
- H-19 *Score Card for Muffins and Quick Breads.*
- H-20 *Score Card for Biscuits.*
- H-21 *Score Card for Yeast Breads and Rolls.*
- H-22 *Problem Solvers for Shortened Cakes.*
- H-23 *Problem Solvers for Unshortened Cakes.*
- H-24 *Problem Solvers for Cookies.*



- H-25 *Problem Solvers for Pies and Tarts.*
- H-26 *Problem Solvers for Muffins and Quick Breads.*
- H-27 *Problem Solvers for Biscuits.*
- H-28 *Problem Solvers for Yeast Breads.*

## RECIPES

- R-2 *Apple Pie*
- R-3 *Bacon Chive Rice*
- R-7, R-20 *Brownies with Double Chocolate Frosting*
- R-11, R-13 *Cinnamon Cake with Cream Cheese Icing*
- R-16 *Creole Spaghetti*
- R-17 *Crepes*
- R-22 *Fresh Apple Cookies (dropped)*
- R-27 *Hush Puppies*
- R-30 *Neopolitan Casserole*
- R-31 *Old Fashioned Walnut Bread*
- R-38 *Scandinavian Spice Cookies (rolled)*
- R-42 *Swedish Spritz (pressed)*
- R-44 *Tortillas*
- R-46 *Twinkle Cookies (molded)*
- R-47 *White Bread*

## STUDENT LEARNING EXPERIENCES

1. Select an ethnic recipe for a baked product. Research the history of the product, if possible. Evaluate the recipe in light of the information presented in Chapter 16. Select several of the recipes to prepare in class. Brief summaries of the historical information researched may be displayed on the bulletin board.

2. Have a contest to see who can come up with the most interesting variation of a cake mix. As a class, develop a score card to be used in judging each product.

3. Observe a demonstration using only convenience foods in baking and frosting a cake—cake mix and ready-prepared frosting and decorating frostings. After the demonstration, study the containers used and analyze the labels.

4. Bulletin board: "Baking Know-How." Show pictures of ingredients used in baking and explain what they do.

5. Debate the pros and cons of using mixes and baking from scratch.

6. Invite a commercial baker to describe commercial baking methods and how they differ from home methods and why. Invite a cake decorator to demonstrate how to decorate cakes.

7. Bring to class empty cereal boxes and analyze the labels for kinds of cereal grains used and the nutritive value of the cereal.

8. Compile a class list of the ways in which leftover cooked cereal may be used.

9. Have a practice lesson in making individual pie shells. Make filling and use as a dessert for a meal lesson.

10. As an advanced project, compare a frozen prepared pie and a bakery pie with two homemade pies, one from a pie crust recipe and the other from a pie crust mix. Sample each type. Develop a chart which shows comparison of cost, preparation time, and flavor. Draw conclusions.

## QUESTIONS FOR DISCUSSION

1. What is the function of the following ingredients in baking? Flour. Liquids. Leavening agents. Eggs. Sugar. Salt.

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2. Why must oven temperatures be exact when you bake?
3. How should pans be prepared for baking?
4. How should pans be placed in the oven?
5. What is a hot spot?
6. How should baked products be removed from pans?
7. What are the six basic types of cookies and how are they made?
8. How should pastry be prepared?
9. What ingredients can be used to make one-crust pie crusts?
10. What is the difference between quick bread and yeast bread?
11. When using the muffin method of mixing, why is it essential to mix the liquid with the flour only until the flour is moistened?
12. How is yeast bread made by the conventional method? The mixer method?
13. Why must yeast bread be kneaded?
14. What is the correct method for cooking spaghetti?
15. How do the three main thickening agents differ in the results they give?

## Chapter 19: Preparing Fruits and Vegetables

### MAIN TOPICS

Fruits  
Vegetables  
Salads  
Using Convenience Forms

### INSTRUCTIONAL OBJECTIVES

After studying the chapter and participating in selected learning experiences, students should be able to:

- Decide how to serve fresh fruits and vegetables.
- Understand how cooking affects fruits and vegetables.
- Select the correct methods for cooking fruits and vegetables.
- Prepare a variety of salads.

This chapter covers the principles of preparing fruits, vegetables, and salads. Emphasis is placed on nutrition, flavor, and appearance of the finished product.

### VISUAL MASTERS

VM-38 *How To Cook Green Vegetables.*  
VM-39 *How To Cook Yellow Vegetables.*  
VM-40 *How To Cook White Vegetables.*  
VM-41 *How To Cook Red Vegetables.*

### HANDOUT MASTERS

H-29 *How To Cook Fruit.*  
H-30 *Timetable for Cooking Fresh Vegetables in Liquid.*  
H-31 *Score Card for Vegetables Cooked in Liquid.*  
H-32 *Different Methods for Cooking Vegetables.*  
H-33 *Spices and Herbs for Cooking Vegetables.*  
H-34 *Cooking Guide for Dry Beans, Peas, Lentils.*  
H-35 *How To Unmold a Gelatin Salad.*

### RECIPES

R-5 *Broccoli-Onion Casserole*  
R-8 *Caesar Salad*

- R-23 *Fresh Spinach Salad*
- R-24 *Ginger Baked Beans*
- R-25 *Hawaiian Chicken Salad*
- R-32 *Peanut Pear Salad*
- R-36 *Sautéed Apple Rings*
- R-37 *Sautéed Collard Greens*

## STUDENT LEARNING EXPERIENCES

1. Experiment with cooking vegetables to show what happens to color and flavor when incorrect methods are used. Taste and evaluate results for flavor, color appeal, and nutrition.

*Green beans:* Cook three ways—the correct method in liquid; overcook in liquid; add baking soda to liquid. Explain what happens to nutrients when beans are overcooked or when soda is added.

*Beets or red cabbage:* Cook three ways—in salted water; in water to which an acid such as vinegar or lemon juice has been added; in water to which baking soda has been added. Draw conclusions regarding the effects of acids and alkalies on red vegetables.

*Cauliflower or cabbage:* Cook two ways—in salted water for recommended length of time; in large amount of boiling water for a long time. Relate color of cooked vegetables to nutrients, flavor, and texture.

*Carrots:* Cook sliced carrots two ways—in salted water for recommended length of time; in large amounts of boiling water for a long time. Relate color of water to nutrients and texture.

2. Brainstorm for ideas for using vegetable cooking liquid or pot liquor.

3. Search for recipes for different, flavorful ways to serve vegetables.

Select a half dozen ideas to try in class and have a vegetable smorgasbord.

4. Prepare a five-to-seven-minute demonstration on how to use up leftover vegetables.

5. Look for main-dish recipes using fresh fruit.

6. Write a newspaper article about your favorite vegetable.

7. Working with the school lunch manager, have a campaign to encourage students to eat vegetables. Have students put up posters for vegetables being served for the week. Include nutrition information and some brief and interesting historic facts about the vegetables.

8. Have a contest to see which student can make the most artistic main-dish salad. Analyze the nutrients.

9. Bulletin board: "Vegetables Around the World." Show pictures of vegetables popular in different countries and how they are usually prepared and served.

10. Suggest ways to include more fruit in the daily diet.

11. Interview a salad maker from a restaurant. Find out about skills required to prepare and garnish salads. Which kinds of salads seem to be most popular in that restaurant? Why?

12. Each work group in the food laboratory will select a recipe for a molded or frozen salad. A sampling session of these varieties will be held on the following day.

## QUESTIONS FOR DISCUSSION

1. Why should fresh fruit be washed carefully before eating it?

2. How does cooking affect fruit?

3. Why should fresh vegetables be scrubbed carefully before being eaten?

4. What happens to vegetables when they are cooked?

5. How does overcooking affect vegetables?



6. What is the correct procedure to follow in cooking vegetables in water?
7. Why do many beet recipes include an acid such as vinegar or lemon juice?
8. What should you do with vegetable cooking liquid or pot liquor?
9. What are the four types of salads?
10. What are the three main parts of a salad?

## Chapter 20: Preparing Meat, Poultry, Fish, and Eggs

### MAIN TOPICS

Meat  
Poultry  
Fish and Shellfish  
Eggs  
Soup  
Using Convenience Forms

### INSTRUCTIONAL OBJECTIVES

After studying the chapter and participating in selected learning experiences, students should be able to:

- Understand how and why high-protein foods react to different cooking methods.
- Identify methods for cooking high-protein foods to retain nutrients.
- Use cooking methods to bring out the best flavor, color, and texture in high-protein foods.

This chapter covers the principles involved in preparing protein foods such as meat, fish and shellfish, poultry, and eggs. Nutritive value, flavor, and appearance are emphasized.

### HANDOUT MASTERS

- H-36 *How to Broil and Roast Meat.*  
H-37 *Timetable for Cooking Variety Meats.*  
H-38 *Timetable for Broiling Meat.*  
H-39 *Timetable for Roasting Meat.*  
H-40 *Score Card for Roast Meat.*  
H-41 *Score Card for Meat Cooked with Moist Heat or in Liquid.*  
H-42 *How To Roast and Broil Poultry.*  
H-43 *Timetable for Roasting Poultry.*  
H-44 *Score Card for Roast Poultry.*  
H-45 *Timetable for Cooking Fish.*  
H-46 *Score Card for Fish Cooked in Dry Heat.*  
H-47 *How To Cook Eggs.*  
H-48 *How To Separate Eggs.*

### RECIPES

- R-6, R-14 *Broiled Salmon Steaks with Creamy Dill Sauce*  
R-9 *Cheese Omelet*  
R-10 *Cheese Soufflé*  
R-12 *Coney Islands*  
R-16 *Creole Spaghetti*  
R-19 *Crispy Catfish*  
R-21 *Egg Foo Yung*  
R-26 *Huevos Rancheros (Ranch-Style Eggs)*  
R-28 *Liver Stroganof*

- R-29 *Quick Enchilada Casserole*
- R-39 *Scrapple*
- R-40 *Stuffed Cabbage Rolls*
- R-41 *Surprise Burgers*
- R-45 *Tropical Chicken*

## STUDENT LEARNING EXPERIENCES

1. Bulletin board: "Meat—Cooked Just Right!" Show pictures of meat cooked by different methods, along with recipes if possible.
2. Prepare a variety of casserole dishes using poultry. Using meats. Using fish.
3. Look for recipes to prepare with leftover meats and poultry.
4. Experiment with the dry-heat method of cooking. Broil one hamburger medium rare and the other one well done. Taste and evaluate results. Which do you prefer? Why? Compare your choice with those of your classmates.
5. Experiment with different methods of using meat tenderizer, such as commercial tenderizer, scoring, and pounding.
6. Fish is relatively inexpensive and cooks quickly. Thus it is ideal to use in class to teach different cooking methods. You can use it for broiling, pan frying, deep-fat frying, pan broiling, poaching, steaming, baking, and oven frying. Have students brainstorm ways to make fish more colorful and flavorful.
7. Experiment with beating egg whites so you can recognize the different stages. Save the egg yolks to use as thickeners.
8. Bulletin board: "Fresh Fish, Right Here!" Show pictures of fish available fresh locally and the different methods that can be used to prepare them.
9. Make a survey to find out which fish most of the class have never tasted. Prepare that fish in class, if possible.
10. Bulletin board: "Poultry in Daily Meals." Display pictures of different kinds of poultry, along with recipes.
11. Select a protein food such as beef, veal, or eggs and research how the food is used and prepared in different countries.
12. Research current trends toward the production of leaner-meat animals.
13. Practice identifying the different meat cuts with the aid of the charts in the textbook. Relate to cooking methods.

## QUESTIONS FOR DISCUSSION

1. What happens to meat when it is cooked?
2. How can meat be made more tender?
3. How should tender cuts of meat be cooked? Less tender cuts?
4. What is meant by degree of doneness?
5. What two temperatures are involved in cooking meat?
6. What determines the length of time meat must cook?
7. What methods can be used to cook meat?
8. How should frozen meat be cooked?
9. What determines the cooking method to use for poultry?
10. What are the basic rules of protein cookery?
11. What methods can be used to cook fish?
12. Why is fish naturally tender?
13. What cooking methods can be used for fish?
14. What causes the dark coating on the egg yolk in hard-cooked eggs?
15. Why is good organization essential when making an omelet?

16. How do you prevent eggs from curdling when using them as thickening agents?
17. What are the three stages of beating egg whites?
18. What is the difference between brown soup stock and white soup stock?

## Chapter 21: Preserving Food at Home

### MAIN TOPICS

Should You Preserve Food?  
 First Steps to Canning and Freezing  
 To Freeze Fresh Fruits and Vegetables  
 To Can Fresh Fruits and Vegetables  
 To Make Pickles, Jellies, and Jams

### INSTRUCTIONAL OBJECTIVES

After studying the chapter and participating in selected learning experiences, students should be able to:

- Determine when they can save money and time by preserving food at home.
- Understand why exact methods must be used for canning and freezing food.
- Follow correct procedures in freezing and canning fresh fruits and vegetables.

This chapter discusses only the very basics of freezing and canning fruits and vegetables. More detailed information is given in the handout masters.

### VISUAL MASTERS

VM-42 *Telltale Signs of Spoilage in Home-Canned Foods.*

### HANDOUT MASTERS

- H-49 *How To Select Fruits and Vegetables for Preserving.*  
 H-50 *How To Blanch Vegetables for Freezing.*  
 H-51 *Timetable for Blanching Vegetables in Water.*  
 H-52 *How To Freeze Fresh Fruit.*  
 H-53 *How To Can Fruits and Vegetables.*  
 H-54 *Amounts of Food To Buy for Canning.*  
 H-55 *Timetable for Boiling Hot Water Bath.*  
 H-56 *Timetable for Pressure Canner.*  
 H-57 *How To Make Jelly.*

### RECIPES

R-43 *Syrup for Freezing and Canning Fruit*

### STUDENT LEARNING EXPERIENCES

1. Survey people who can or freeze food. How many of them have had satisfactory results? How many have had food spoil? Draw conclusions.
2. Bulletin board: "Can It Right!" Show the two basic methods of processing canned food—boiling hot water bath and steam pressure. Display pictures of food to be processed by each.
3. Bulletin board: "Play It VERY Safe!" Show signs of spoilage to look for before and after opening a jar of home-canned food.
4. Divide into five groups. Prepare and give a demonstration on one of the following steps involved in freezing fruits and vegetables: blanching



vegetables; freezing fruit with sugar; freezing fruit with a sugar syrup; freezing fruit with only ascorbic acid; packaging, sealing, and labeling containers.

5. Make up an inventory sheet for the freezer in the home economics laboratory.

6. Demonstrate the steps to take when opening a jar of home-canned vegetables.

7. Debate the pros and cons of home canning.

8. Invite a local extension home economist to demonstrate how to can fruits and vegetables properly.

### QUESTIONS FOR DISCUSSION

1. Why might it be more expensive to can food at home than to buy it already canned?

2. What cleanliness practices should you observe when preserving food?

3. What kinds of containers should *not* be used for freezing food?

4. How do you stop the enzyme action in fruits to be frozen? In vegetables?

5. How should packages be placed in the freezer?

6. What types of lids should be used for canning?

7. What two methods are used to pack food into jars?

8. What are high-acid foods and how are they processed?

9. What are low-acid foods and how are they processed?

10. What should you do with home-canned vegetables and other low-acid foods before eating or tasting them? Why?

## Chapter 22: Serving and Eating Food

### MAIN TOPICS

Setting the Table

How To Serve Food

Table Behavior

Entertaining

### INSTRUCTIONAL OBJECTIVES

After studying the chapter and participating in selected learning experiences, students should be able to:

- Serve food to make eating a pleasurable occasion.
- Understand what is considered acceptable behavior while eating.
- Know how to serve food for guests.

This chapter covers basic information on tableware—materials used, how to select, and how to use. It includes table setting in light of today's casual life style, but gives basic information for formal situations in which the student may become involved. Table behavior includes eating customs from other countries. Guidelines are given for entertaining, both for the party giver and for the guest.

### VISUAL MASTERS

VM-43 *How To Buy Dinnerware.*

VM-44 *How To Buy Glassware.*

VM-45 *How To Buy Flatware.*

VM-46 *Setting the Table.*

A. Cover

B. Dinner Plate

C. Bread and Butter Plate

D. Salad or Dessert Plate

## NOTES

- E. Butter Knife
- F. Dinner Knife
- G. Soupspoon
- H. Teaspoon
- I. Teaspoon
- J. Cup and Saucer
- K. Beverage Glass
- L. Juice Glass
- M. Dinner Fork
- N. Salad or Dessert Fork
- O. Salad or Dessert Fork
- P. Napkin

VM-47 *Reception Table.*

## HANDOUT MASTERS

- H-58 *How To Carve a Turkey.*
- H-59 *How To Carve a Blade Pot Roast.*
- H-60 *How To Carve a Baked Whole Ham.*
- H-61 *How To Carve a Pork Loin Roast.*

## STUDENT LEARNING EXPERIENCES

1. Participate in a table-setting contest to see who can create the most attractive setting most economically. The setting may be for formal, informal, or buffet service.
2. Brainstorm ideas for table decorations. Make up a display of some of your ideas.
3. Emphasize the importance of atmosphere at mealtime. Carry this concept through to tasting sessions after food has been prepared in class.
4. Bulletin board: "Table Talk." Show pictures of different types of dinnerware, glassware, and flatware. List qualities to look for in selecting each.
5. Practice the Continental style of eating. Compare with the methods used in the United States. Which do you prefer? Why?
6. Practice setting the table for different occasions.
7. Practice serving a meal family style and on plates from the kitchen. Discuss advantages and disadvantages of each.
8. Watch a demonstration on efficient and inefficient ways of clearing a dinner table, folding table linen, and stacking and washing dishes.
9. Compare different types of dinnerware, their uses, and durability.
10. Practice using different methods for polishing silver. Which do you prefer? Compare results, time, effort, and cost.
11. What art principles are involved in making attractive table decorations? List the basic guidelines for making different kinds of table decorations. Practice making decorations that can be used in formal, informal, and buffet table settings.
12. Make a list of foods to have on hand for unexpected entertaining.
13. Role play situations that show poor and good behavior at mealtime. Attempt to analyze your own mannerisms.
14. As a class project, plan and prepare a low-budget party for parents, serving nutritious food. Make up a schedule and market order and prepare the food. Evaluate the results in terms of your goals, plan, time schedule, and budget.
15. Practice writing invitations to a party.
16. Role play making introductions.
17. Take a field trip to the tableware department of a local store. Em-

phasize the quality features to look for when selecting dinnerware, glassware, flatware, and linens.

NOTES

18. Invite a florist to give a demonstration on floral arrangements to use as table decorations. Note the supplies and techniques used in making the arrangements. What art principles are used?

### QUESTIONS FOR DISCUSSION

1. What is meant by open stock?
2. What should you consider when selecting tableware?
3. What are dishes made of?
4. What should you consider when selecting dinnerware?
5. How should you care for dinnerware?
6. What should you consider when selecting glassware?
7. How should glassware be cared for?
8. What types of flatware are available?
9. What should you look for when selecting flatware?
10. How should flatware be cared for?
11. What purpose do table linens serve?
12. What is a cover?
13. How is tableware arranged on a cover?
14. What is family style of service?
15. What are the advantages of serving food on plates from the kitchen?
16. What is formal style of service? Buffet style?
17. Why is atmosphere important at mealtime?
18. What is the Continental system of eating?
19. When should you plan the cleanup for a party? Why?
20. What are the responsibilities of the party giver?
21. What are some of the responsibilities of the guest?

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#### Part Three—Food Preparation and Service

(Also see page 25.)

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Ball Corporation, Muncie, Ind. 47302.

California Dry Bean Advisory Board, P.O. Box 943, 531-A North Alta Avenue, Dinuba, Calif. 93618.

Campbell Soup Co., Home Economics Department, Campbell Place, Camden, N.J. 08101.

Cereal Institute, Inc., 135 South LaSalle Street, Chicago, Ill. 60603.

Del Monte Corp., P.O. Box 3575, San Francisco, Calif. 94119.

Fleischmann Yeast, Standard Brands, 625 Madison Avenue, New York, N.Y. 10022.

General Foods Consumer Center, 250 North Street, White Plains, N.Y. 10625.

General Mills, Consumer Center, 9200 Wayzata Boulevard, P.O. Box 1113, Minneapolis, Minn. 55440.

Kellogg Co., Home Economics Services, Battle Creek, Mich. 49016.

Knox Gelatine, Thomas J. Lipton, Inc., 800 Sylvan Avenue, Englewood Cliffs, N.J. 07632.

Kraft Foods, Consumer Services, 500 Peshtigo Court, Chicago, Ill. 60690.

National Broiler Council, Madison Building, 1155 15 Street, N.W., Washington, D.C. 20005.

National Canners Assoc., 1133 20 Street, N.W., Washington, D.C. 20036.

National Live Stock and Meat Board, 444 North Michigan Avenue, Chicago, Ill. 60611.

National Macaroni Institute, P.O. Box 336, Palatine, Ill. 60067.

National Marine Fisheries Service, U.S. Department of Commerce, National Oceanic and Atmospheric Administration, 100 East Ohio Street, Chicago, Ill. 60611.

Oscar Mayer & Co., Consumer Services, Madison, Wisc. 53701.

Pacific Kitchens, 511 Second Avenue West, Seattle, Wash. 98119.

Reynolds Aluminum Co., Richmond, Va. 23261.

Rice Council, P.O. Box 22802, 3917 Richmond Avenue, Houston, Tex. 77027

Sunkist Growers, Inc., P.O. Box 7888, Valley Annex, Van Nuys, Calif. 91409.

Underwriters Laboratories, Inc., 207 East Ohio Street, Chicago, Ill. 60611.

United Dairy Industry Assoc., 6300 North River Road, Rosemont, Ill. 60018.

United Fresh Fruit and Vegetable Assoc., 1019 19 Street, N.W., Washington, D.C. 20036.

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*Family Safety*

*Sphere*

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Post, Elizabeth L. *The New Emily Post's Etiquette*. New York, N.Y.: Funk & Wagnalls, 1975.

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**PART FOUR—CREATIVE COOKING**

Chapter 23. The Art of Creative Cooking

Chapter 24. Food Around the World

Chapter 25. Regional Foods

Chapter 26. Outdoor Cooking

This section emphasizes creativity in food preparation, giving guidelines for creative cooking. The most popular foods in many different countries are discussed. Many of these foods were introduced to the United States by immigrants and have become an important part of American cooking. Regional cooking in the United States and the influences of ethnic food habits are discussed. Safety principles are stressed in the coverage of outdoor cooking.

**Chapter 23: The Art of Creative Cooking****MAIN TOPICS**

Convenience Foods, the Time Savers

Gourmet on a Budget

Serve with a Flair

Herbs and Spices

Finishing Touches

Food as Gifts

**INSTRUCTIONAL OBJECTIVES**

After studying the chapter and participating in selected learning experiences, students should be able to:

- Cook creatively on a budget.
- Add finishing touches to food.
- Select and prepare foods to give as gifts.

This chapter introduces the concept of low-budget creative cooking, making use of convenience foods, and the student's creativity. Guidelines are given for finishing touches and for serving food with a flair. Students are introduced to the use of herbs and spices.

**HANDOUT MASTERS**

H-62 *Basic Herbs and Spices*.

**RECIPES**

R-4 *Banana Bundt Cake*

R-8 *Caesar Salad*

R-15 *Creative Casseroles*

R-17, R-18 *Crepes with Cheese Filling*

## STUDENT LEARNING EXPERIENCES

1. Select a gourmet recipe and substitute convenience foods for some of the ingredients.
2. Research crepe recipes. Divide into groups of four. Each group will prepare crepes and use a different filling. Have a crepe-tasting party.
3. Hold a contest to see who can make yeast dough into the most unusual shape that can be served and eaten.
4. If filo is available in your area at an ethnic food store, experiment with recipes requiring puff paste.
5. Practice making different types of pans from heavy-duty aluminum foil.
6. Have a Pizza-thon. Bring in as many different recipes for pizza as you can find. Select a few of the more unusual ones and prepare in class. Test and evaluate.
7. Bulletin board: "Low-Budget Gourmet." Show ideas for gourmet cooking using economical foods.
8. Collect samples and pictures of different types of containers that can be used to hold food given as a gift.
9. Study a spice chart for suggested uses. Smell or taste some spices and herbs with which you are unfamiliar. Examine recipes in cookbooks to see how spices and herbs are used.
10. Bulletin board: "How To Handle Garnishes." Display pictures and pointers of do's and don't's of garnishing.
11. Observe a demonstration on how to use a pastry tube or cake decorator to make finishing touches for main dishes, vegetables, and deserts.
12. Select an herb or a spice. Report on its origin and uses. Investigate and report on how the early search for spices affected the development of trade and world settlement.

## QUESTIONS FOR DISCUSSION

1. How can low-cost foods be used in creative cooking?
2. What are some ways food can be served with a flair?
3. What kind of finishing touches can be used to make foods more attractive?
4. What is the difference between herbs, spices, and blends?
5. On what occasions can you give food as gifts?

**Chapter 24: Food Around the World**

## MAIN TOPICS

Great Britain  
France  
Spain  
Scandinavia  
Germany  
Italy  
Russia  
Near and Middle East  
Africa  
India  
The Orient



## INSTRUCTIONAL OBJECTIVES

After studying the chapter and participating in selected learning experiences, students should be able to:

- Identify the food customs of different countries.
- Describe some typical foods prepared in different countries.

This chapter discusses food customs and how typical foods are prepared in different countries. It can serve as a basis for a discussion of ethnic foods.

## RECIPES

- R-21 *Egg Foo Yung*  
R-26 *Huevos Rancheros (Ranch-Style Eggs)*  
R-40 *Stuffed Cabbage Rolls*  
R-44 *Tortillas*  
R-45 *Tropical Chicken*

## STUDENT LEARNING EXPERIENCES

1. Select a country so that all continents are represented. Research the geography and climate in the country and relate them to the food available and food preparation methods. Prepare a 5-to-10-minute talk to give to class. Use the map of the world displayed in class so students may identify the country.

2. Investigate the history of some of the more widely known international food favorites such as pizza, puff paste, borscht, and fish and chips.

3. Bulletin board: "Bridging Cultures Around the World." As each country is discussed, have a bulletin board featuring a map of the country, pictures of some of the more popular foods, food customs, and life styles.

4. Interview people who have recently moved to the United States. Ask them to describe some of the most popular foods in their native country.

5. Bring in newspaper and magazine articles describing how foods from one country are becoming popular in another because of increased travel and better communications.

6. Working with the school lunch manager, have an International Week. It may be scheduled the week of October 24, which is United Nations Day. Plan displays featuring food customs in different countries. Some of the food served at lunch each day should represent the countries.

7. Watch demonstrations on how to cut food for Oriental cooking and how to use the wok; how to prepare Mexican tortillas; and how to use chopsticks.

8. Help develop a class scrapbook highlighting favorite recipes from other countries. Include brief information on the customs and rituals of each culture.

9. Secure names of pen pals from other lands and develop a correspondence with them. What values will be derived from writing to each other?

## QUESTIONS FOR DISCUSSION

1. What are the most popular foods in Great Britain?
2. What is meant by haute cuisine? Provincial cooking?
3. What are the characteristics of Spanish cooking?
4. What is a smorgasbord?
5. What are the main characteristics of German cooking?
6. How does cooking in northern Italy differ from cooking in southern Italy?

7. What are some of the basic foods prepared in Russia?
8. What are some of the characteristics of cooking in the Near and Middle East?
9. What are the most common foods in Africa and how are they usually prepared?
10. What is curry powder?
11. Why is pre-preparation important in Oriental cooking?
12. Which Mexican foods are popular in the United States?

## **Chapter 25: Regional Foods in the United States**

### **MAIN TOPICS**

Foods of the American Indians  
 Food Traditions of the Immigrants  
 Foods of the Northeast  
 Midwestern Foods  
 Foods in the South  
 Foods in the Southwest  
 Pacific Coast and Northwest Foods  
 Hawaiian Food  
 Regional Foods Today

### **INSTRUCTIONAL OBJECTIVES**

After studying the chapter and participating in selected learning experiences, students should be able to:

- Identify the food customs in different regions of the United States.
- Understand how regional food customs developed.
- Compare the typical foods characteristic of regional cooking.
- Analyze why regional foods can change from time to time.

This chapter discusses the influence of the American Indians on American food habits and how they assisted settlers in different parts of the country. The contributions of ethnic groups to regional foods are reviewed as well as the merging of food customs into what is known today as American cooking. The information gives students an opportunity to gain insight into the concept of pluralism, which explains why the United States is often referred to as a "nation of nations."

### **RECIPES**

R-2 *Apple Pie*  
 R-6, R-14 *Broiled Salmon Steaks with Creamy Dill Sauce*  
 R-19 *Crispy Catfish*  
 R-24 *Ginger Baked Beans*  
 R-25 *Hawaiian Chicken Salad*  
 R-27 *Hush Puppies*  
 R-37 *Sautéed Collard Greens*  
 R-39 *Scrapple*

### **STUDENT LEARNING EXPERIENCES**

1. Bulletin board: "Westward Ho!" Display a map of the United States, divided into the regions covered in this chapter. For each region, show the ethnic groups predominating in the region up to the 1920s. Why did some areas remain predominantly rural while others developed into large cities?
2. Bulletin board: "Early Americans." Using a map of the United States, show where some of the early American Indian tribes lived. Show the foods they prepared.

3. Have an "Early American" day in the lunchroom. Working with the school lunch manager, feature foods that American Indians contributed to American food customs. Prepare posters showing how the foods originated. Use Indian decorations. The project may be planned jointly with the social science department.

4. Write and present a skit showing how early Indians might have helped immigrants in the Northeast survive by showing them how to plant crops, hunt and fish, and cook the food.

5. Prepare New England clam chowder and Manhattan clam chowder. Which one do you prefer and why?

6. Working with the school lunch manager, have an "All-American Week." For each day, plan a lunch menu based on these ethnic or regional foods: Northeast, Soul, Creole, Midwest, Southwest. Help with menus. Prepare posters showing characteristics of these regional foods. List the nutrients found in each food.

7. Search supermarkets, newspapers, and magazines for foods and recipes that represent more than one cultural group. Some examples of mingled ethnic food customs are Chinese pizza, kosher burritos, kosher all-beef Italian sausage. Study the recipes and try to determine how many ethnic foods are included in each.

8. Using the title "Unity through Diversity," write an essay on food and people in the United States.

9. Discuss the value of flexibility in today's changing world as applied to food practices.

### QUESTIONS FOR DISCUSSION

1. What contributions did the American Indians make to the food customs of the United States?

2. What are the characteristics of cooking in the following regions? Northeast. Southwest. Midwest. South. Pacific Coast and Northwest. Hawaii.

3. How does Pennsylvania Dutch cooking differ from that of the rest of the Northeast?

4. What are the characteristics of Soul food? Creole cooking?

## Chapter 26: Outdoor Cooking

### MAIN TOPICS

Cooking on an Outdoor Grill

Cooking over a Campfire

### INSTRUCTIONAL OBJECTIVES

After studying the chapter and participating in selected learning experiences, students should be able to:

- Cook safely outdoors over an open fire.
- Choose foods for outdoor cooking.
- Build a campfire for cooking.

Because outdoor cooking is so popular, it is important that students understand how to use an outdoor grill and how to handle a campfire. If possible, try to find an area where you can set up an outdoor grill to give students experience in using one properly. Stress safety principles that apply to outdoor cooking, whether over an open grill or a campfire.

### RECIPES

R-34 *Popcorn in a Bundle*

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## STUDENT LEARNING EXPERIENCES

1. Look for recipes appropriate for outdoor cooking. Make a plan for an outdoor meal, including supplies and equipment. List safety procedures to be followed.
2. Brainstorm safety slogans for cooking over an open fire.
3. Write an article for the school newspaper on safety precautions when cooking over an open fire, whether a grill or a campfire.
4. If possible, plan and prepare a class cookout with adult supervision.
5. Make a survey of sporting goods stores to find out what freeze-dried foods are available for campers.
6. Prepare and present a skit on what to do if you are cooking on an outdoor grill and the wind shifts, blowing burning ashes toward the house.
7. Invite the following speakers to class:
  - Scout representative—how to build a campfire.
  - Fire department representative—hazards of cooking over an open fire and safety precautions that should be taken.
  - Representative from a local store—how to use a grill properly.

## QUESTIONS FOR DISCUSSION

1. What types of outdoor grills are available?
2. Why should an outdoor grill never be used indoors?
3. What kind of site should you select for a campfire?
4. How should you clean up a campfire area before leaving?
5. Where should an outdoor grill be placed?
6. What are some of the basic safety rules for cooking over an open fire?

**Selected References: Part Four—Creative Cooking**

(Also see page 25.)

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American Gas Association, 1515 Wilson Boulevard, Arlington, Va. 22209.

American Lamb Council, Lamb Education Center, 200 Clayton Street, Denver, Col. 80206.

General Foods Consumer Center, 250 North Street, White Plains, N.Y. 10625.

General Mills, Consumer Center, 9200 Wayzata Boulevard, P.O. Box 1113, Minneapolis, Minn. 55440.

Glidden-Durkee, Consumer Services, 900 Union Commerce Building, Cleveland, Ohio 44115.

Reynolds Aluminum Co., Richmond, Va. 23261.

Rice Council, P.O. Box 22802, 3917 Richmond Avenue, Houston, Tex. 77027.

United Dairy Industry Assoc., 6300 North River Road, Rosemont, Ill. 60018.

Wilton Enterprises, 833 West 115 Street, Chicago, Ill. 60643.

### Periodicals

*Camping*

*National Geographic*

*Sunset Magazine*

## PART FIVE—CAREERS

Chapter 27. Careers in Food and Nutrition

Chapter 28. How To Get and Keep a Job

Students must have a basic knowledge of occupational fields in order to plan their careers. This section points out some of the careers available in food and nutrition for both high school and college graduates. Basic entry-level employment skills are discussed as well as steps to take to find a job and qualities to develop for success on the job.

### Chapter 27: Careers in Food and Nutrition

#### MAIN TOPICS

A Career for You

Career Opportunities

#### INSTRUCTIONAL OBJECTIVES

After studying the chapter and participating in selected learning experiences, students should be able to:

- Identify the types of career opportunities available in food and nutrition.
- Recognize the kinds of beginner's jobs available in food and nutrition.
- Distinguish the difference between a career and a job.
- Relate information on careers in food and nutrition to their own search for a career.

Numerous careers in food and nutrition are available for both high school and college graduates. As you utilize community resources suggested in the preceding chapters, have the representatives spend a few minutes giving

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information about their jobs. This chapter gives basic information on the importance of selecting a career and the careers available in food and nutrition.

### STUDENT LEARNING EXPERIENCES

1. Explore the Home Economics Related Occupations (HERO) program or other cooperative education programs. What is required to enroll in the program? How does it help teens make a transition to the world of work?
2. Plan a school program on careers in foods. Set up exhibits and invite guest speakers who represent the different careers in the field.
3. Learn to use the *Dictionary of Occupational Titles* and the *Occupational Outlook Handbook* to find descriptions of jobs in the food and nutrition area. Study the predicted trends.
4. Visit individually or as a class a nearby hospital or restaurant to observe food preparation and management operations. What skills are required for each job observed? What personal qualities are necessary to succeed in this type of work?
5. Invite the school counselor to discuss the opportunities in the world of work and the preparation necessary. Ways of obtaining financial assistance for further education, if needed, should be covered.
6. Survey friends, neighbors, and relatives to find out how many enjoy their work. How many would be in a different career if they could start again? Relate this information to your own need to make an intelligent career selection early in life.
7. Bulletin board: "Be Happy While You Work." Show the number of hours the average person works a year and the total number of hours over a 30- or 35-year period. Stress the importance of selecting the proper career and being happy while working for so many hours of one's life.
8. Read the paperback, *Working*, by Studs Terkel. What conclusions do you draw regarding types of jobs, happiness at work, and behavior of people?
9. What skills learned in food and nutrition classes can prepare you for a job?

### QUESTIONS FOR DISCUSSION

1. What is the difference between a career and a job?
2. What is a career ladder?
3. What advantages and disadvantages are there in selecting a career before you graduate?
4. What will happen if the career you select is not the right one for you?
5. How should you begin to select a career?
6. What personal qualities should you have to enjoy working in food-related occupations?
7. What are some of the career opportunities in the food service industry?
8. What are some of the advantages and disadvantages of food service work?
9. How can you advance in a food service career?
10. What are paraprofessionals, and what do they do?
11. What are some of the career opportunities for home economists?

## Chapter 28: How To Get and Keep a Job

### MAIN TOPICS

Where To Look for a Job  
Getting the Job

How To Keep the Job

## INSTRUCTIONAL OBJECTIVES

## NOTES

After studying the chapter and participating in selected learning experiences, students should be able to:

- Know the different sources they can use to help them find a job.
- Secure work experience while they are still in school.
- Apply the necessary steps to make and keep an appointment for an interview.
- Develop a resume and fill out an application blank.
- Identify the types of behavior that can increase their worth as an employee.

This chapter points out the steps to take when looking for a job. It covers the basic requirements students must fulfill when applying for a job. Once hired, they must have certain positive work and personal behavior traits to keep the job.

## HANDOUT MASTERS

H-63 *Application Blank for Employment.*

## STUDENT LEARNING EXPERIENCES

1. Look at the want ads in the Sunday paper for a month to develop an idea of the types of careers available in your area. If you have a specific career in mind, make a list of the jobs available. Are there many in the locality? If not, would it mean that you would have to move out of town to find your job preference?
2. Find out the type of career counseling available in the area, including public and private employment agencies.
3. Role play answering a want ad by phone.
4. Practice filling out several application blanks neatly.
5. Form committees to research and report to class how laws affect and protect individuals in the world of work. Consider laws such as the Equal Employment Opportunity Act and the Occupational Safety and Health Act.
6. Give reasons why people often drift into jobs they dislike.
7. Have a committee make a flip chart on the ABCs of a job interview.
8. Investigate studies showing the reasons why people are fired from their jobs. Report to class.
9. Write a letter of application to a company. On a separate sheet, write a personal resumé. Consult references in developing the letter of application and resumé.
10. Role play a successful interview and an unsuccessful one.
11. Bulletin board: "First Impressions Count." Show pictures of men's and women's clothes and grooming acceptable for an interview.
12. Bulletin board: "On the Job." Show pictures of acceptable behavior while working.
13. Role play behavior that might upset co-workers if you were working in a fast food service restaurant.
14. Invite an employment manager to discuss what is looked for in an applicant during an employment interview.
15. Write a term paper on an occupation that you would like to pursue after graduation from high school.
16. Compare the earning power of dropouts with that of high school graduates, students with job training beyond secondary school, students with some college experience, and college graduates.
17. Plan a *Job Interview Day*. Wear clothes that would be appropriate for an interview. Evaluate guidelines on dress to follow when applying for jobs.

## FOOD FOR TODAY

Kowtaluk and Kopan  
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18. Invite a speaker from a local bank or savings and loan association to discuss how people handle their earnings and credit and the importance of money management.

19. Invite the personnel manager from a local industry to discuss some of the problems and adjustments a new employee may expect to face when starting a new job.

20. Write a newspaper article on the value of a part-time job or volunteer work.

21. Invite a speaker from the local social security office to discuss the Social Security Act, who is covered, who pays for it, and what it costs.

### QUESTIONS FOR DISCUSSION

1. How should you answer want ads?
2. What are the two types of employment agencies?
3. How can you gain work experience while you are still in school?
4. What forms must you have before you can apply for a job?
5. What should you take with you to an interview?
6. How can you do your best job for your employer?
7. What responsibilities do you have to customers?
8. What can you do to get along well with your co-workers?

### Selected References: Part Five—Careers

(Also see page 25.)

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Ray, Mary F., and Lewis, Evelyn J. *Exploring Professional Cooking*. Peoria, Ill.: Chas. A. Bennett Co., Inc., 1976.

### BROCHURES

American Dietetic Association, 620 North Michigan Avenue, Chicago, Ill. 60611.

American Home Economics Association, 2010 Massachusetts Avenue, N.W., Washington, D.C. 20036.

Future Homemakers of America, 2010 Massachusetts Avenue, N.W., Washington, D.C. 20036.

National Institute for the Foodservice Industry, 120 South Riverside Plaza, Chicago, Ill. 60606.

National Restaurant Association, Educational Materials Center, One IBM Plaza, Suite 2600, Chicago, Ill. 60611.

NOTES

#### PERIODICALS

*American Vocational Association Journal*

*Career World*

*Co-ed*

*Journal of Home Economics*

*Occupational Outlook Quarterly* (U.S. Department of Labor)

# Teaching Techniques

“How can I bring a fact or concept to life?” is a troublesome yet challenging question confronting the educator. No matter how important the message, it likely won’t be internalized unless its presentation stimulates student interest.

You are competing for your students’ attention. Their minds may be absorbed with many thoughts besides the study of food and nutrition. Furthermore, they have been conditioned to the communications power and showmanship of television—and often expect a similar performance in the classroom.

More than ever before, you are faced with the task of selecting techniques that make daily lessons exciting and worthwhile. Along with watching and listening, your students need to become actively involved in the learning process.

Enthusiasm is contagious. Communicate ideas enthusiastically by choosing and adapting a variety of teaching techniques to activate interest and learning in the minds of your students. No one tool is superior to another. Only you can decide which approach best meets the needs of your students.

The following outline is designed to assist you in pinpointing some of the “whys” for using each teaching technique. A selected bibliography is also included for further reading on how diverse techniques can be effectively implemented.

## BRAINSTORMING

- Induces a quantity of spontaneous ideas.
- Provides a climate of free expression without making value judgments.
- Generates creative solutions to specific problems.
- Alters pace of learning and adds variety to experiences.
- Gives insight to the importance of alternatives in reaching decisions.

## BULLETIN BOARDS

- Attract attention and stimulate participation.
- Offer planning opportunities for committees.
- Introduce and coordinate new ideas on a specific topic.
- Induce new concepts in a variety of ways.
- Permit flexibility in the use of visuals.
- Encourage originality in conveying ideas.

## BUZZ SESSIONS / COMMITTEES

- Allow personalized interaction in smaller groups.
- Develop leadership and management skills by having leaders set limits and guidelines.
- Permit free and open discussion on different aspects of a problem.
- Utilize the techniques of problem solving.
- Help to involve introverted students in greater participation.
- Foster the sharing of responsibilities and cooperative effort.
- Save valuable class time by pooling ideas quickly.

## CASE STUDIES

- Encourage objectivity in solving problems.
- Add insight to human relationships.
- Permit situations to be either open-ended or with final outcomes.
- Sharpen students’ skills in critical thinking.
- Provide a common basis for in-depth discussion.

## CHALKBOARD

- Permits easy placement and removal of timely information.
- Focuses on major points and assignments quickly.
- Saves money when cost is compared to frequency of use.
- Comes in a variety of sizes and colors and can be stationary or portable.

## CHARTS, MAPS, GLOBES

- Assist in seeing relationships of land, water, and climate to cultures and products.
- Serve as a frame of reference to places, people, and time.
- Help to clarify points or grasp sequence of steps in a process.

## CHECKLISTS / QUESTIONNAIRES

- Serve as quick indicators in obtaining an overview of attitudes or learnings.
- Obtain information needed for a particular situation without jeopardizing the confidentiality of students and/or their families.
- Induce student self-awareness and self-evaluation in a skill performance or attitude.
- Give impetus for making adjustments in curriculum planning.

## DEBATES

- Cover both sides of a question by discussing pros and cons.
- Set the climate for audience involvement in the discussion.
- Encourage the search for new evidence.
- Bring to surface preferred values and life styles.

## DEMONSTRATIONS

- Set up standards for work skills.
- Increase the interest in learning a specific skill or method.
- Require and reveal systematic organization from planning through execution.
- Allow full view of performance by total class.
- Reinforce learnings through practice and observation.
- Appeal to all senses in making the learning process more lasting.
- Substitute and/or supplement a laboratory experience at low cost.

## EXHIBITS, DISPLAYS, MOBILES, MODELS

- Stimulate interest and aid in summarizing main ideas.
- Combine individual and group effort in completion of a project.
- Develop sensitivity to aesthetic appeals in conveying central themes.
- Extend an illusion of authenticity through three-dimensional expressions.
- Publicize departmental programs creatively.
- Permit use of a wide variety of materials.

## EXPERIMENTS

- Allow step-by-step, practical application of skills through learning-by-doing.
- Help to clarify relationships through the application of principles.
- Give students experience in planning, scheduling, and carrying out activities.
- Encourage self-direction toward new learnings and independent action in applying the scientific method.



## **FELT AND FLANNEL BOARDS, POSTERS**

- Illustrate graphically the sequential progression of an idea or event.
- Simplify and clarify processes in an eye-catching manner.

## **FIELD TRIPS**

- Give first-hand experiences that cannot be had in the classroom.
- Develop skills in observation.
- Aid in seeing relationships of school learnings to realities of the outside world.
- Tend to be remembered in later years more than other educational experiences.

## **FLASH CARDS**

- Help in developing "drill" activities.
- Aid in vocabulary building and knowledge of word meanings.
- Elicit free and open responses to symbols, words, and pictures.
- Can be easily stored and reused by individuals or groups.

## **GAMES**

- Provide an opportunity to see familiar material in a new way.
- Combine reality and make-believe without being "gimmicky."
- Encourage participation of slow and fast learners.
- Remove inhibitions for some participants.

## **HOMEWORK / INDEPENDENT STUDY**

- Reinforce and supplement classroom learnings.
- Help to identify and plan for individual student differences.
- Teach responsibility and development of positive study habits.
- Encourage exploration and discovery, which may lead to self-actualization through self-direction.

## **INTERVIEWS / SURVEYS**

- Give first-hand oral testimony on how people think and feel about a particular situation.
- Sharpen experiences in public relations and concise questioning.
- Serve as a prelude to planning topics to be covered in a unit or lesson.

## **LECTURES**

- Impart large amounts of information within a designated period of time.
- Give background data needed for gaining insight into learning experiences.
- Reach total group at one time.

## **NEWSPAPERS / MAGAZINES / BULLETINS**

- Update and highlight current information and trends.
- Extend and expand on textual materials used in the classroom.
- Offer opportunities for developing skills in discriminatory reading.
- Stimulate discussion and evaluation of often highly motivating information.

## **NOTEBOOKS / SCRAPBOOKS**

- Induce self-expression and creativity.
- Help in retaining important information for future reference.

## PANEL DISCUSSIONS

- Enrich experiences through the use of panels comprised of students and/or guest speakers.
- Permit interaction between panelists and the audience.
- Contribute to new and differing insights and points of view.

## PICTURES / CARTOONS

- Get ideas across succinctly.
- Add humor and zest and bring “life” into the learning process.
- Activate discussion or convey information pertinent to the subject.

## PROGRAMMED LEARNING / INDIVIDUALIZED / PERSONALIZED INSTRUCTION

- Allow students to work independently at their own rate of speed.
- Help students get immediate feedback to their responses and therefore aid them in reinforcing learnings.
- Allow review or “catching up” for a variety of reasons.
- Expand options to meet individual interests, abilities, and needs.
- Activate responsible behavior, self-discipline, and self-evaluation.

## PROJECTORS—OPAQUE / OVERHEAD

- Offer the use of a wide range of materials to hold students’ attention.
- Introduce, supplement, or reinforce ideas.
- Simplify concepts and enlarge illustrations.
- Avoid the need to reproduce items repeatedly.
- Enable students to copy information readily.

## QUESTION BOX

- Gives opportunity for questions to be posed that might not otherwise arise in class discussions.
- Obtains information that may be useful to the teacher in making curriculum decisions.

## QUESTIONS

- Aid in identifying learning gaps.
- Offer an opportunity to find out how thoroughly the students understand learnings by checking their learning processes of memory, translation, interpretation, application, analysis, synthesis, or evaluation.
- Use the five w’s—who, what, when, where, why—so that in-depth analysis can be made.

## REPORTS

- Utilize diverse resource materials and supplement basic textbooks.
- Develop basic research skills of finding and compiling data.
- Open new avenues of exploration for further inquiry.
- Inform others of extensive information in a short time.

## RESOURCE SPEAKERS

- Contribute expertise in a specialized area.
- Increase student motivation by bringing the outside world into the classroom.
- Offer a quick way to obtain updated and accurate information.

## ROLE PLAYING

- Aids in promoting empathy toward other persons or problems.

- Develops insight into the complexity of human relationships.
- Serves as a springboard to involve total group in discussion.
- Sharpens insight and understanding of one's self and relatedness to others.

### **SLIDES, FILMS, FILMSTRIPS**

- Unify attention of students by focusing on a common experience.
- Give an "armchair" field trip by viewing scenes in the classroom.
- Provide sequential and closeup views of processes.
- Help to establish standards for the appearance of a product.
- Provide permanent records of experiences or occasions.

### **TEAM TEACHING**

- Maximizes talent of personnel.
- Upgrades curriculum.
- Aids in reaching larger numbers of students.

### **TEXTBOOKS**

- Organize and unify various units of study.
- Identify important old and new learnings.
- Serve as a convenient reference for basic information.
- Allow follow-up reading experiences beyond the classroom.
- Can be used in large and small groups.
- Offer features such as glossaries, illustrations, and bibliographies that assist students in understanding content.
- Help in achieving established course objectives.

### **TELEVISION, RADIO, VIDEOTAPES**

- Extend learning beyond the classroom.
- Offer opportunities for enrichment through professionally produced programs.
- Accentuate the use of the senses and increase mental and visual imagery.
- Reach large audiences.
- Observe and evaluate performances.

### **SELECTED BIBLIOGRAPHY OF TEACHING TECHNIQUES**

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Chamberlain, Valerie M., and Kelly, Joan. *Creative Home Economics Instruction*. New York: McGraw-Hill Book Company, 1975.

Dale, Edgar. *Audiovisual Methods in Teaching*. Chicago: Dryden Press, 1969.

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Hatcher, Hazel M., and Halchin, Lilla C. *The Teaching of Home Economics*. Boston: Houghton Mifflin Company, 1973.

Kemp, Jerrold E. *Planning and Producing Audiovisual Materials*. Scranton, Pa.: Chandler Publishing Company, 1968.

Sanders, Norris M. *Classroom Questions: What Kinds?* New York: Harper and Row Publishers, Inc., 1966.

NOTES



## Films and Filmstrips

Write to the following for a list of films and filmstrips available in subject areas in which you are interested.

ACI Media, Inc., 35 West 45 Street, New York, N.Y. 10036.

Amalgamated Meat Cutters and Butcher Workmen of America, Department of Education, 2800 North Sheridan Road, Chicago, Ill. 60657.

American Angus Association, 3201 Frederick Boulevard, St. Joseph, Mo. 64501.

American Bakers Association, 1700 Pennsylvania Avenue, N.W., Suite 650, Washington, D.C. 20006.

American Dental Association, Bureau of Audiovisual Service, 211 E. Chicago Avenue, Chicago, Ill. 60611.

American Dietetic Association, 430 North Michigan Avenue, Chicago, Ill. 60611.

American Heart Association—contact local or state heart association.

American Red Cross—contact local Red Cross chapter.

American Sheep Producers Council, 200 Clayton Street, Denver, Col. 80208.

American Vocational Association, 1510 H Street, N.W., Washington, D.C. 20005.

Armour Food Co., Audiovisual Department, Greyhound Towers, Phoenix, Arizona 85077.

Armstrong Cork, Consumer Services, Liberty and Charlotte Streets, Lancaster, Pa. 17604.

Association-Sterling Films, 866 Third Avenue, New York, N.Y. 10022.

Bay State Film Productions, Inc., Box 129, Springfield, Mass. 01101.

Bob Bailey Studios, Inc., 931 Yale Street, Houston, Tex. 77008.

Benchmark Films Inc., 145 Scarborough Road, Briarcliff Manor, New York, N.Y. 10510.

Consumers' Research, Inc., Bowerstown Road, Washington, N.J. 07882.

Encore Visual Education, Inc., 1235 South Victory Boulevard, Burbank, Calif. 91502.

Energy Research and Development Administration, Film Library, P.O. Box 62, Oak Ridge, Tenn. 37830.

Evaporated Milk Association, 910 17 Street, N.W., Washington, D.C. 20006.

Farm Film Foundation, 1425 H Street, N.W., Washington, D.C. 20005.

Film Communicators, 11136 Weddington Street, North Hollywood, Calif. 91601.

Florida Department of Commerce, Film Library, Collins Building, 107 West Gaines Street, Tallahassee, Fla. 32301.

Forest Service, USDA, Motion Picture Service, 12231 Wilkins Avenue, Rockville, Md. 20852.

General Mills, Inc., 9200 Film Center, P.O. Box 1113, Minneapolis, Minn. 55440.

Guidance Associates, 757 Third Avenue, New York, N.Y. 10017.

Heinz U.S.A., Film Department, P.O. Box 57, Pittsburgh, Pa. 15230.

Household Finance Corp., Money Management Institute, Prudential Plaza, Chicago, Ill. 60601.

Ideal Pictures Film Library, 4431 West North Avenue, Milwaukee, Wisc. 53208.

Kraft Foods, 500 Peshtigo Court, Chicago, Ill. 60690.

Lenox, Inc., Prince and Meade Streets, Trenton, N.J. 08605.

Maine Department of Agriculture, Motion Picture Services, State Office Building, Augusta, Me. 04330.

Manufacturing Chemists Association, Consumer Information Department, 1825 Connecticut Avenue, N.W., Washington, D.C. 20009.

Maytag Company, Home Service Department, Newton, Iowa 50208.

Metropolitan Life Insurance Co., Health and Welfare Division, One Madison Avenue, New York, N.Y. 10010.

Modern Talking Picture Service, 2323 New Hyde Park Road, New Hyde Park, N.Y. 11040.

National Bureau of Standards, Office of Technical Information and Publications, Washington, D.C. 20234.

National Canners Association, 1133 20 Street, N.W., Washington, D.C. 20036.

National Career Center, 3839 White Plains Road, Bronx, N.Y. 10467.

National Dairy Council, 111 North Canal Street, Chicago, Ill. 60606.

National Live Stock and Meat Board, 444 North Michigan Avenue, Chicago, Ill. 60611.

National Oceanic and Atmospheric Administration, Motion Picture Service, 12231 Wilkins Avenue, Rockville, Md. 20852.

National Restaurant Association, Educational Materials Center, One IBM Plaza, Suite 2600, Chicago, Ill. 60611.

North Dakota State Wheat Commission, North Dakota State Film Library, Division of Independent Study, State University Station, Fargo, N.D. 58102.

Pathescope Educational Films, Inc., 71 Weyman Avenue, New Rochelle, N.Y. 10802.

Pet, Inc., 400 South Fourth Street, St. Louis, Mo. 63166.

Procter & Gamble Educational Services, P.O. Box 14009, Cincinnati, Ohio 45214.

Quaker Oats Co., Home Economics Department, Merchandise Mart Plaza, Chicago, Ill. 60654.

Reynolds Metals Co., Motion Picture Services, P.O. Box 27003, Richmond, Va. 32361.

RMI Educational Films, Inc., 701 Westport Road, Kansas City, Mo. 64111.

Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, Ill. 60614.

Sterling Educational Films, 241 East 34 Street, New York, N.Y. 10016.

Tea Council Film Library, 470 Park Avenue South, New York, N.Y. 10016.

USDA, Motion Picture Service, 12231 Wilkins Avenue, Rockville, Md. 20852.

Underwriters' Laboratories, Inc., 207 East Ohio Street, Chicago, Ill. 60611.

West Glen Films, 565 Fifth Avenue, New York, N.Y. 10017.

Westinghouse Learning Corporation, 100 Park Avenue, New York, N.Y. 10017.

## Practical Consumer Metrics

The metric system was first proposed by Gabriel Mouton, a vicar of Lyons, France, in the late seventeenth century. Each unit of measurement was accurately defined. The meter, for instance, was one ten-millionth of the distance from the North Pole to the equator, along the meridian running near Dunkirk, Paris, and Barcelona. In 1795, France adopted the metric system. Gradually, other European countries also adopted it.

England, separated from Europe by a channel, retained its own system of weights and measures. The measures were based on the human body. An inch, for instance, equaled the size of the end joint of a man's thumb. A measured foot was based on the length of a man's foot.

When the American Colonies declared their independence, they continued to use the English system of weights and measures. Thus while other countries used the metric system, most English-speaking countries used the customary inch-pound system.

Because of increasing technological development, there was a need for international standardization and improvement in the accuracy of the metric standards. This led to an international meeting in France in 1872, attended by 26 countries, including the United States. As a result, in 1875, an international treaty known as the Metric Convention was signed by 17 countries, including the United States. However, the United States continued to use the English system.

In 1960, the General Conference of Weights and Measures revised and simplified the metric system extensively. The result was a modernized metric system—the International System of Units or System International (SI). A few years later, England, Australia, New Zealand, and Canada adopted the metric system.

In 1975, the United States Congress voted to make the metric system the official system of measures. Since metrication is to be done on a voluntary basis, the change will probably come about gradually. Industry will convert to metrics at different rates, depending on the product and the cost of conversion. This means consumers will be using a dual system of measures for some time to come—both the customary English and the metric systems.

A number of industries and professions in the United States have always used metrics because it is more accurate and easier. Pharmaceuticals, for instance, are measured in metrics as are nutrients in food. Film and camera sizes are stated in metrics. Track and swim meets are often measured in metrics. Thus consumers are aware of terms such as "35 millimeter film," "45 milligrams of protein," or "100 meter race." Most people accept these terms without realizing what they mean. Now that the metric system is official, consumers need to learn to understand these terms and to replace the old concepts of measurement with the new ones.

Many authorities agree that the best place to teach metrics is in the classroom. Young people find the metric system much easier to learn than do adults because young people do not as yet have well-established ideas about measurement. Thus it is easier for them to accept the new concepts of metrics. As a result, schools are taking the lead, helping students to adjust to the new system of measures. However, because the customary system will be used for some time along with metrics, it must also be taught so that students will be able to cope with daily consumer problems. Because of this, the dual system is used throughout *Food for Today*.

As industry switches to metrics, two types of conversion will take place—soft and hard. A *soft change* means that the industry will continue to produce the product in the same size as before, but merely label it in metrics

instead of in customary measures. In soft conversion, industry can continue to manufacture a one-pound can, which would be labeled as 454 grams. Many canned and packaged foods are already labeled in ounces and grams.

In *hard conversion*, the size of the product would change to make it a more even metric unit. A 500 gram can would be a little larger than the one-pound can. This would affect many other areas besides just the can—machinery would have to be adjusted to put more food into the can; new machinery might have to be purchased to handle the different size cans; shipping containers would have to be made larger; and even grocery shelves might have to be increased in height or width to accommodate the new size can. These are problems which industries and government seek to solve.

What about the consumers? Ideally, it would be best for people to begin thinking and using metric, and only metric, immediately. This would be the easiest, fastest, and most painless way to learn the new system. However, since all industry will not convert immediately or at the same time, consumers must be prepared to use both systems during the transition period.

The home economics food and nutrition laboratory provides an excellent opportunity to teach consumer metrics from a practical standpoint. Nutrients are measured in metrics, ingredients can be weighed or measured in metrics, and pan sizes can be measured in metrics. Ovens, refrigerators, and freezers give you an opportunity to help students become familiar with metric temperatures. With the study of weight control, you can introduce students to joules, the metric version of calories.

By using metrics in class, you can help students develop the concept of metric relationships in sizes, weights, and quantities. For instance, if pan sizes are given in both metric and customary measures, the students can begin to understand the size relationship of centimeters to inches.

Metric scales, measurers, and other equipment are available from many sources. Some of these are listed at the end of this section.

At first glance, the metric system seems confusing and overwhelming to most people. In practice, however, it is simple and accurate. As mentioned earlier, this is the reason it has always been used for scientific measures.

The metric system has two basic elements—common units and prefixes. In action, it is based on the decimal system of tens.

## COMMON UNITS

The common units identify the type of measure. Although many metric units have been developed, few consumers will need all of them. For practical purposes, the average consumer will need to understand the following common units:

*meter*—measures length or distance  
*gram*—measures mass or weight  
*liter*—measures volume  
*Celsius*—measures temperature  
*joule*—measures energy

## PREFIXES

Prefixes precede the common unit. The prefix tells the amount of the common unit. Here, too, although there are many kinds of prefixes, most consumers will use only a few. These are:

*deci*—1/10th or .1  
*centi*—1/100th or .01  
*milli*—1/1,000th or .001  
*kilo*—1,000



The first three prefixes given above—deci, centi, and milli—make the common unit smaller. The last one—kilo—makes the common unit larger.

When a prefix and a common unit are joined, they become one word. Thus you have milliliter, kilogram, or centimeter.

## SYMBOLS

The following symbols are used for metric units and prefixes:

Common Units	Prefixes
meter—m	deci—d
gram—g	centi—c
liter—l, <i>ℓ</i> , or L	milli—m
Celsius—C	kilo—k
joule—j	

Here are examples of metric symbols when a prefix and a common unit are combined:

centimeter—cm  
kilometer—km  
milligram—mg  
milliliter—ml, *mℓ*, or mL

Often, the symbol for liter—l—is printed in a script form—*ℓ*—or capitalized—L—to avoid confusing it with the number 1.

Metric symbols are not abbreviations. Therefore do not use periods after the symbol except when the symbol is at the end of a sentence.

Never capitalize metric measures or their symbols, except when they begin a sentence. The only other exceptions are those units which are the name of a person, such as Celsius. Temperature readings in Celsius are written with a capital “C.”

The symbols are always written as a singular, regardless of the amount. Never add an “s” to the symbol to make it plural. For instance, 15 cm, not 15 cms.

## HOW METRICS WORK

How does the metric system work? It is a decimal system, based on multiples and divisibles of 10. This means metric units are interrelated and easy and fast to use. Confusing? An easy way to explain it to your students is to compare it to the U.S. monetary system, which is also a decimal system.

The monetary system generally uses just two decimal points while the metric system goes far beyond that. However, the concept is still the same.

The dollar bill, or the common unit, is divided into smaller units of 10 or 100. The metric system works the same way. Thus you have:

Dollar Bill	Common Metric Unit
dime—1/10th of a dollar	deci—1/10th of a unit
cent—1/100th of a dollar	centi—1/100th of a unit

To multiply or divide a dollar bill, you simply move the decimal point. The same applies to the metric system. For instance:

Dollar Bill	Meter
\$1.00	1 meter
\$.10 or 1/10th of a dollar	0.1 meter or 1/10th of a meter
\$.01 or 1/100th of a dollar	0.01 meter or 1/100th of a meter

Let's carry the example a little further.

1/10th of a dollar, or \$.10, is also called 1 dime.	1/10th of a meter, or 0.1 meter, is also called 1 decimeter.
1/100th of a dollar, or \$.01, is also called 1 cent.	1/100th of a meter, or 0.01 meter, is also called 1 centimeter.

1/10th of a dollar, or \$.10, ————— 1/10th of a meter, or 0.1 meter,  
is also called 10 cents. is also called 10 centimeters.

Thus the metric system is one with which all consumers are familiar—  
only the names are new!

NOTES

### THE METER

The meter is a measure of length or distance. It replaces length measures such as inch, foot, yard, and mile.

The meter is a little longer than a yard:

1 meter = 1.1 yards

3.3 feet

1 yard = 0.9 meter

According to the decimal system, the meter can be divided into:

1/10ths, or decimeters—0.1 meter, or 1 decimeter

1/100ths, or centimeters—0.01 meter, or 1 centimeter

1/1,000ths, or millimeters—0.001 meter, or 1 millimeter

The meter can also be multiplied by:

1,000—1000 meters, or 1 kilometer

Equivalents:

1 inch = 2.54 centimeters

1 foot = 30 centimeters

1 centimeter = 0.4 inch

1 mile = 1.6 kilometers

1 kilometer = 0.62 mile

### Activities

Have students measure:

- Cake pan sizes.
- Oven rack sizes and relate them to cake pan sizes.
- Width of refrigerator.
- Width of range.
- Width of door to classroom. Relate to width of range and refrigerator.
- Area of work surface.
- Height of counter, table, and chair.
- Measurement of sink.
- Heights between cupboard shelves, refrigerator shelves, and freezer shelves (in an upright).
- Kilometers to the grocery store and back.

Note: If metric measurers are not available, have students measure in customary system and convert to metric.

### Baking Utensils

#### Standard Sizes in Rounded Metric and Customary Units

Utensil	Metric	Customary
Cake Pans		
Oblong	33 cm x 23 cm x 5 cm	13" x 9" x 2"
Round or Square	20 cm round or square	8" round or square
	23 cm round or square	9" round or square
Tube (Angel)	25 cm	10"
Pie Pan	23 cm	9"
Cookie Sheet	36 cm x 25 cm	14" x 10"
Jelly Roll Pan	39 cm x 25 cm x 3 cm	15½" x 10½" x 1"
Loaf Pan	23 cm x 13 cm x 8 cm	9" x 5" x 3"

**THE LITER**

The liter measures volume. It replaces gallons, quarts, pints, fluid ounces, and cups. The liter is a little larger than the quart.

The liter can be divided into:

1/10ths, or deciliters—0.1 liter, or 1 deciliter

1/100ths, or centiliters—0.01 liter, or 1 centiliter

1/1,000ths, or milliliters—0.001 liter, or 1 milliliter

The milliliter and the liter are most commonly used in consumer measures.

Equivalents:

1 liter = 4.24 cups

2.1 pints

1.06 quarts

0.26 gallons

1 milliliter = .03 fluid ounces

1 teaspoon = 5 milliliters

1 tablespoon = 15 milliliters

1 fluid ounce = 30 milliliters

1 cup = 0.24 liter, or 240 milliliters

1 pint = 0.47 liter, or 470 milliliters

1 quart = 0.95 liter, or 950 milliliters

1 gallon = 3.8 liters

Metric volume measurers must be developed to take the place of cups, tablespoons, and teaspoons so consumers can prepare food from metric recipes. The new metric measurers will be based on the liter instead of the quart and will be measured in milliliters.

As of this writing, standards for metric volume measurers have not yet been officially developed. Measurers will probably be available in 1, 2, 5, 15, 125, 250, 500, and 1000 milliliter units. Two or three measurers between 15 and 125 milliliters will probably be available, but their units have not yet been established by the American National Standards Institute subcommittee. The subcommittee is the group responsible for standardizing customary measures.

Some manufacturers have already introduced volume measurers marked in both customary and metric units. Unfortunately, some of the metric markings are not accurate.

New all-metric recipes will eventually be developed for the new measurers. Most present pots and pans should be usable with the new metric recipes. However, consumers will have to check recipe yields carefully to be sure they are not more than the capacity of the pans.

If you use the new 250 milliliter measurer, call attention to the fact that it is a metric measurer, not a standard cup. Also inform students that the 250 milliliter measurer is slightly larger than the customary 8-fluid-ounce cup, which is equivalent to 240 milliliters. This means the 250 milliliter measurer holds 10 milliliters or two teaspoons more than the 8-fluid-ounce cup.

What should you do if you have all-metric recipes which call for a 250 ml dry measuring cup, but you have only the standard 240 ml [8-oz.] dry measuring cup? Merely add 2 teaspoons or 10 ml to each standard 240 ml [8-oz.] dry measuring cup. This will give you a total of 250 ml.

**Activities**

Have students:

- Convert several recipes to metric volume measurements.
- Practice measuring with metric measurers, if they are available.

- Survey containers for beverages and other liquids to find out which are marked in liters. Have any of the packages been changed to logical metric units, such as 1 liter or 250 or 500 milliliters?

### THE GRAM

The gram measures mass or weight. It replaces the ounce, pound, and ton.

A gram is a very small unit, equal to 1/28th of an ounce. The gram can be multiplied by 1,000 to give a kilogram, which is a little more than two pounds.

Equivalents:

$$\begin{aligned} 1 \text{ gram} &= .035 \text{ ounce} \\ 1 \text{ ounce} &= 28 \text{ grams} \\ 1 \text{ kilogram} &= 2.2 \text{ pounds} \\ 1 \text{ pound} &= 0.45 \text{ kilograms} \end{aligned}$$

A milligram is a very tiny unit, used primarily in scientific measurements such as nutrients. It is equivalent to .000035 ounce.

During the study of grams, stress the difference between volume (liters) and mass or weight (grams). In the customary system, an ounce is used to indicate weight while the fluid ounce measures volume. Few people are aware of the distinction. Many people believe that an 8-ounce cup of any food will weigh 8 ounces.

Students need to understand that every food has a different weight. For instance, 1 cup of all-purpose flour, sifted, weighs 116 grams while 1 cup of all-purpose flour, unsifted, weighs 143 grams. One cup of granulated sugar weighs 195 grams, while confectioner's sugar weighs 95 grams.

Appendix G in the textbook, which gives percentages of nutrients, also gives the average gram weight of the foods listed. However, it does not include basic ingredients such as flour. Average gram weights per cup of basic ingredients can be found in USDA Bulletin ARS 61-9, "Average Weight of a Measured Cup of Various Foods."

Gram weights had to be standardized because people measure food differently. Some pack it down in the cup more firmly than do others. You might try this experiment in class: Have each of the students sift and measure a cup of flour. Have them weigh each cupful and note the differences in the weights. When converting recipes to metric weights, use the standards given in the publications mentioned above.

### Activities

- If possible, secure a gram scale. Have students practice weighing ingredients and relating gram weight to 250 milliliters in volume.
- Convert recipes to metric, both volume and weight. In converting recipes, it is best to round out numbers to the nearest 0, unless the number is very small, such as 1 or 5 g. Most scales are marked in increments of 10 or 20, so it would be impossible to weigh 173 or 156 grams accurately. Instead, round the weights off to 170 and 160.
- Ask each student to bring in a nutrition label. Relate grams of nutrients to the number of grams of food in the container.
- Have students survey canned and packaged foods in a grocery store for those which show metric weights.

### CELSIUS

Temperatures will be read on the Celsius scale, once known as Centigrade. The Centigrade scale was renamed Celsius after the man who invented it.



On the Celsius scale, water freezes at 0 °C and boils at 100 °C.

Here are some common temperatures, given in both Fahrenheit and Celsius:

	<b>Fahrenheit</b>	<b>Celsius</b>
Normal body temperature	98.6° F.	37 °C
Average room temperature	68° F.	20 °C
Temperature in a freezer	0° F.	–18 °C
Oven temperatures:	140° F.	60 °C
	325° F.	163 °C
	375° F.	190 °C
	450° F.	232 °C

### Activities

If you can, secure a Celsius thermometer for room, refrigerator, and oven temperatures.

- Have students read room temperatures in Celsius. Many radio, television, and newspaper weather reports include Celsius temperatures. Have students become aware of these.
- Have students read refrigerator and oven temperatures in Celsius.
- Post the day's expected temperatures on the bulletin board in metric.

### JOULES

In metrics, calories are measured in joules (pronounced *jewls*). One calorie equals 4.2 joules.

A 1,200-calorie diet, for instance, becomes a 5040 joule diet.

### Activities

- Have students practice converting the calories of some of their favorite foods into joules. Calories can be found in Appendix G in the textbook.

### A FEW RULES TO REMEMBER

- Never use commas to separate digits in metrics. If a number has more than four digits, such as 10 000 m, put a space where a comma would normally have been put. The reason for this is that some European countries use the comma in place of the decimal point. To use commas in metrics, therefore, would create confusion.
- If no number appears to the left of the decimal point, use a zero. For instance, write 0.5 liter, not .5 liter. This is to verify that the amount is accurate and that the number to the left of the decimal point has not been forgotten or accidentally removed.
- Always use the decimal feature of the system—never use fractions. For example, use 0.5 liter or 500 milliliters, never  $\frac{1}{2}$  liter.

METRICS ARE HERE TO STAY, so begin to use them in your classes as soon as you can.

### VISUAL MASTERS

The following visual masters can be used in explaining the metric system:

- VM-1 *Familiar metric measures*
- VM-2 *Types of conversion*
- VM-3 *Common units*
- VM-4 *Prefixes*
- VM-5 *Symbols*
- VM-6 *Decimal system*
- VM-7 *Meter*
- VM-8 *Liter*

VM-9     *Gram*  
VM-10    *Celsius*  
VM-11    *Weather in Celsius*  
VM-12    *Food temperatures in Celsius*  
VM-13    *Joules*

NOTES

## SOURCES FOR METRIC MATERIALS

### Organizations

American Home Economics Association, 2010 Massachusetts Avenue, N.W., Washington, D.C. 20046  
American National Metric Council, 1625 Massachusetts Avenue, N.W., Washington, D.C. 20036  
American National Standards Institute, 1430 Broadway, New York, N.Y. 10018  
American Society for Testing and Materials, 1916 Race Street, Philadelphia, Pa. 19103  
A. Balla & Co., 2494 North Ocean Boulevard, Ft. Lauderdale, Fla. 33308  
Chas. A. Bennett Co., Inc., 809 West Detweiller Drive, Peoria, Ill. 61614  
Dick Blick Company, P.O. Box 1267, Galesburg, Ill. 61401  
Design Research, 9630 Wilshire Boulevard, Beverly Hills, Calif. 90212  
Educational Teaching Aids, 159 West Kinzie Street, Chicago, Ill. 60610  
Encyclopedia Britannica Educational Corp., 425 North Michigan Avenue, Chicago, Ill. 60611  
Metric Association, Sugarloaf Star Route, Boulder, Col. 80302  
National Bureau of Standards, U.S. Department of Commerce, Metric Information Office, Washington, D.C. 20234  
National Education Association, 1201 16th Street, N.W., Washington, D.C. 20036

### Books

Branley, Franklyn M. *Think Metric!* New York, N.Y.: Thomas Y. Crowell Co., 1972.  
Gilbert, Thomas F., and Gilbert, Marilyn B. *Thinking Metric.* New York, N.Y.: John Wiley & Sons, Inc., 1973.  
Nation, Kay, and Nation, Bob. *Meters, Liters, and Grams—Understanding the Metric System.* New York, N.Y.: Hawthorn Books, Inc., 1975.  
Reid, Jane Meldrum. *Metrics for Everyday Use.* Peoria, Ill.: Chas. A. Bennett Co., Inc., 1975.  
Ross, Jr., Frank. *The Metric System—Measures for all Mankind.* New York, N.Y.: S. G. Phillips, 1974.



# Visual Masters

- VM-1** *Familiar Metric Measures.* Several metric measures commonly used in the United States.
- VM-2** *Soft and hard conversion.*
- VM-3** *Common Units.* Most common units consumers will use—meter, gram, liter, Celsius, joule.
- VM-4** *Prefixes.* Most common prefixes and their use.
- VM-5** *Symbols.* Symbols for common units and prefixes.
- VM-6** *Decimal System.* Explains how decimal system works.
- VM-7** *Meter.* Defines meter and gives equivalents.
- VM-8** *Liter.* Defines liter and gives equivalents.
- VM-9** *Gram.* Defines gram and gives equivalents.
- VM-10** *Celsius.* Explains Celsius temperature markings and gives equivalents.
- VM-11** *Weather in Celsius.* Weather temperatures in both Celsius and Fahrenheit.
- VM-12** *Food Temperatures in Celsius.* Commonly used food temperatures in both Celsius and Fahrenheit.
- VM-13** *Joules.* Defines joule and gives equivalents.
- VM-14** A. *The Human Digestive System.* Drawing of the human digestive system.  
B. Overlay—Identifies parts of the digestive system.  
C. Overlay—*How Food Turns into Nutrients.* Shows the nutrients which result from basic foods during the digestive process.
- VM-15** *Nutrients Work Together.* Five-piece puzzle, one for each nutrient. Space for teacher to write in what nutrients do.
- VM-16** *Nutrition Label.* Information that must appear on a nutrition label.
- VM-17** *Daily Food Guide.* Food in both the basic four and basic seven food groups and amounts recommended of each.
- VM-18** *Textures Tell the Story.* Compares texture characteristics of high-calorie and low-calorie foods.
- VM-19** A. *Balance—the Key to Weight Control.* Base of scale to be used with overlays B, C, and D.  
B. Overlay—*Weight Goes Up.* More food, less activity causes weight to increase.  
C. Overlay—*Weight Goes Down.* Less food, more activity causes weight to go down.  
D. Overlay—*Weight Stays Same.* Even balance between food and activity maintains weight level.
- VM-20** *Anatomy of a Label.* Information that must appear on a food label.
- VM-21** *How To Select Fruit.* Qualities to look for when buying fresh fruit.
- VM-22** *How To Select Fresh Vegetables.* Qualities to look for when buying fresh vegetables.
- VM-23** *Bones—the Clue to Tenderness.* Basic bone shapes and their relationship to the tenderness of the meat.
- VM-24** *Wholesale Cuts of Meat.* Identifies terms used on meat identification labels.
- VM-25** *Refrigerator-Freezer Center.* Typical arrangement of refrigerator-freezer and cabinets.
- VM-26** *Range Center.* Typical arrangement of range and cabinets.
- VM-27** *Sink Center.* Typical arrangement of sink and cabinets.
- VM-28** *Work Triangle.* Shows how three centers are combined into an efficient work triangle. Gives both floor plan and perspective view of kitchen.
- VM-29** A. *Basic Kitchen Plans.* One-wall, corridor, L-shaped, and U-shaped kitchen plans.  
B. Overlay—Shows typical traffic pattern for each kitchen plan.
- VM-30** *How To Buy a Refrigerator.* Features to look for when buying a refrigerator.
- VM-31** *How To Buy a Range.* Features to look for when buying a range.
- VM-32** *How To Buy a Dishwasher.* Features to look for when buying a dishwasher.
- VM-33** *How To Buy Portable Appliances.* Features to look for when buying portable appliances.
- VM-34** *How To Buy a Pan.* Features to look for when buying a pan.
- VM-35** *Temperature Guide To Food Safety.* Range of temperatures in both Celsius and Fahrenheit for bacteria growth.
- VM-36** *Gas and Electric Meters.* To use when discussing how to read gas and electric meters. Use with H-8.
- VM-37** *Gas and Electric Utility Bills.* Samples of bills for use when discussing energy conservation and how to read utility bills. Use with H-9.
- VM-38** *How To Cook Green Vegetables.* Steps in cooking green vegetables and what happens when they are overcooked.
- VM-39** *How To Cook Yellow Vegetables.* Steps in cooking yellow vegetables and what happens when they are overcooked.
- VM-40** *How To Cook White Vegetables.* Steps in



cooking white vegetables and what happens when they are overcooked.

**VM-41** *How To Cook Red Vegetables.* Steps in cooking red vegetables and what happens when they are overcooked.

**VM-42** *Telltale Signs of Spoilage in Home-Canned Foods.* Signs of spoilage to look for before and after opening a jar of home-canned food.

**VM-43** *How To Buy Dinnerware.* What to look for when buying dinnerware.

**VM-44** *How To Buy Glassware.* What to look for when buying glassware.

**VM-45** *How To Buy Flatware.* What to look for when buying flatware.

**VM-46** *Setting the Table.* Each component for setting the table is on a separate master so table settings may be practiced for different occasions.

A. Cover

B. Dinner Plate

C. Bread and Butter Plate

D. Salad or Dessert Plate

E. Butter Knife

F. Dinner Knife

G. Soupspoon

H. Teaspoon

I. Teaspoon

J. Cup and Saucer

K. Beverage Glass

L. Juice Glass

M. Dinner Fork

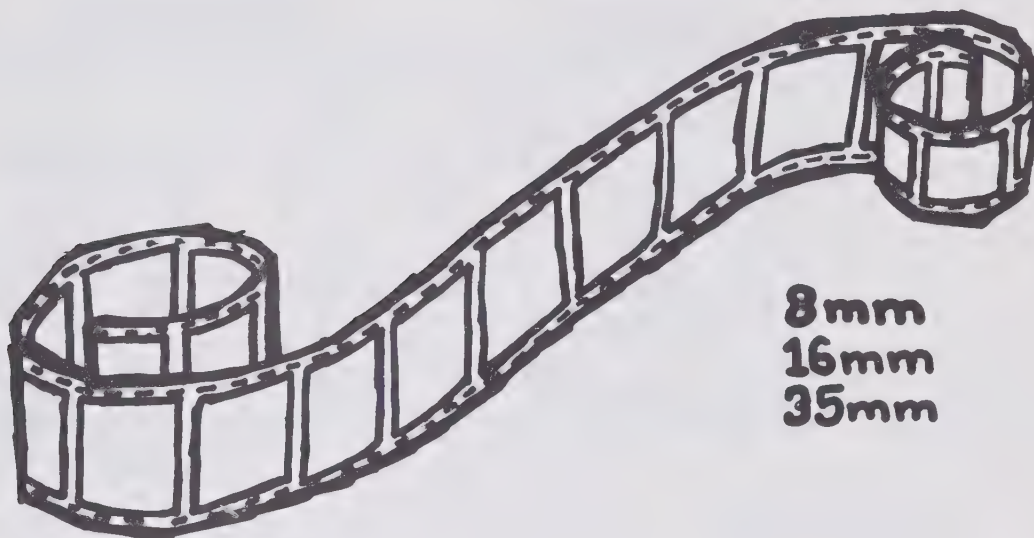
N. Salad or Dessert Fork

O. Salad or Dessert Fork

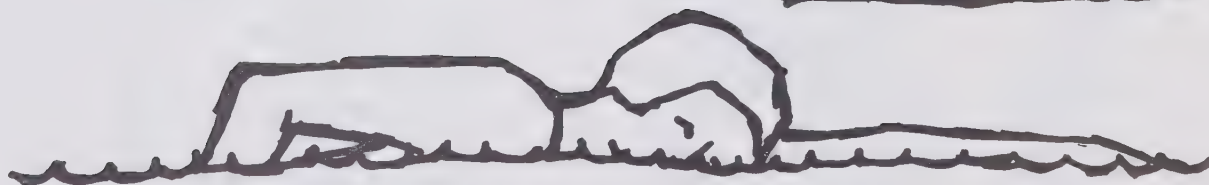
P. Napkin

**VM-47** *Reception Table.* Typical arrangement of a reception table.

# Familiar Metric Measures

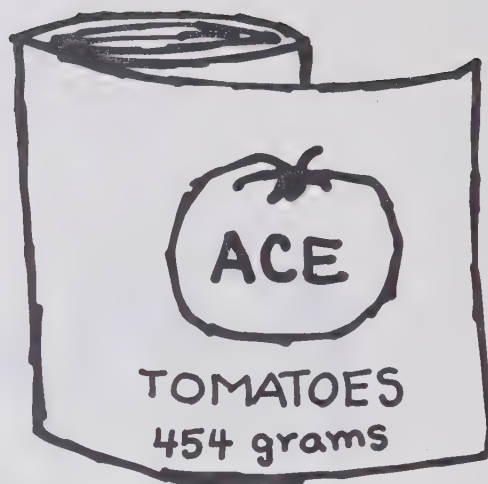
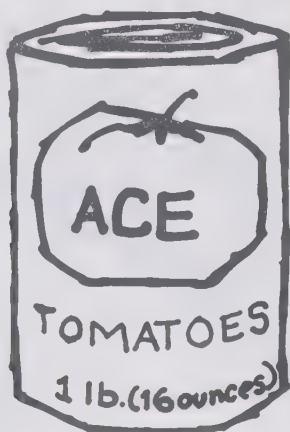


Nutrition Label	
Protein	8g
Fat	6g
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

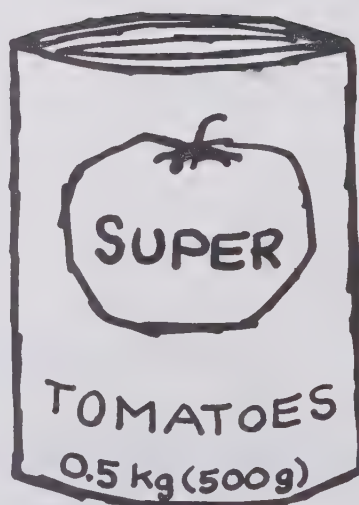


**100 METER SWIM EVENT**

## Soft Conversion

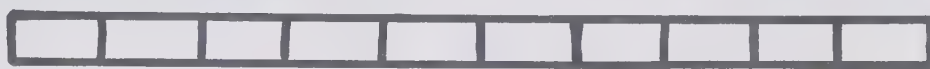


## Hard Conversion



Common Units -- tell what is being measured

meter -- length or distance



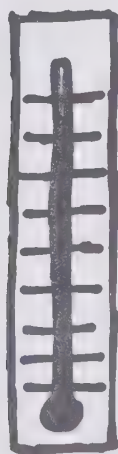
gram -- mass or weight



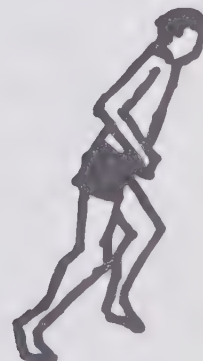
liter -- volume



Celsius -- temperature



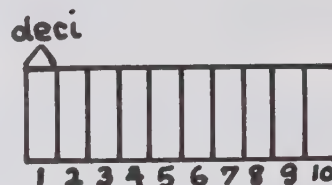
joule -- energy



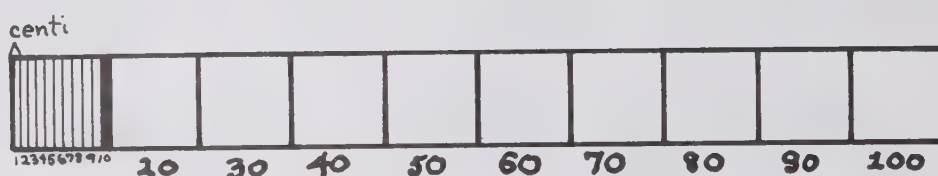


# Prefixes -- tell how much

deci --  $\frac{1}{10}^{\text{th}}$  or .1



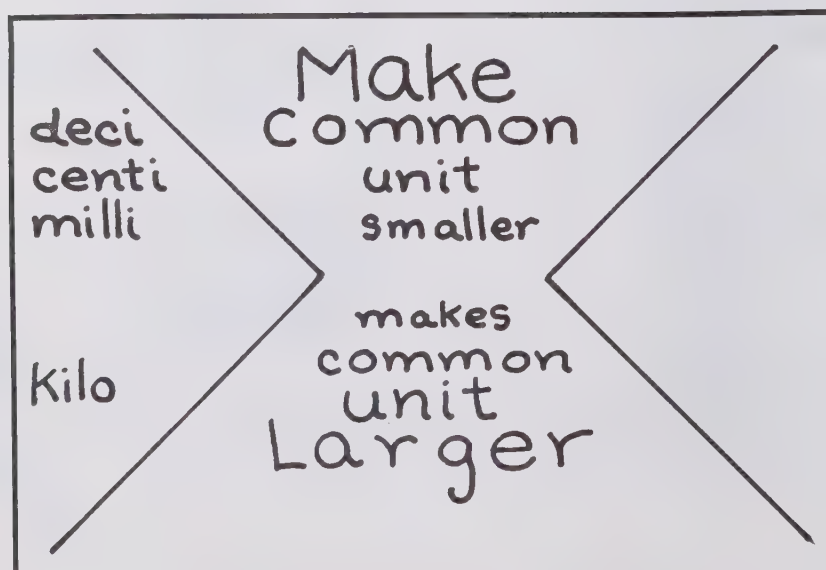
centi --  $\frac{1}{100}^{\text{th}}$  or .01



milli --  $\frac{1}{1,000}^{\text{th}}$  or .001



kilo -- 1,000



# Symbols

## Common Units

meter--m

gram--g

liter--l or ℓ or L

Celsius--C

joule--j

## Prefixes

deci--d

centi--c

milli--m

kilo--k

## Yes

m

g

l or ℓ or L

## No

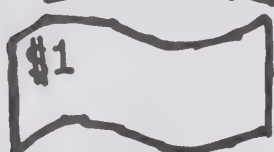
~~m.~~

~~gs~~

~~Ls.~~

# Decimal System

## Money



1 dollar

## Metrics



1 meter

$\frac{1}{10}$  <sup>th</sup> of a dollar



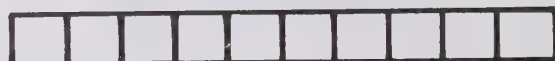
\$.10



1 dime

10 cents    88888

$\frac{1}{10}$  <sup>th</sup> of a meter

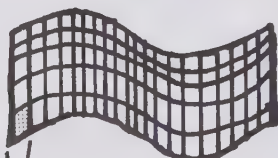


0.1 meter

1 decimeter

10 centimeters

$\frac{1}{100}$  <sup>th</sup> of a dollar

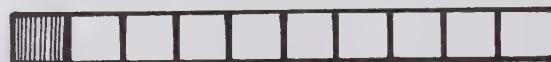


\$.01



1 cent

$\frac{1}{100}$  <sup>th</sup> of a meter



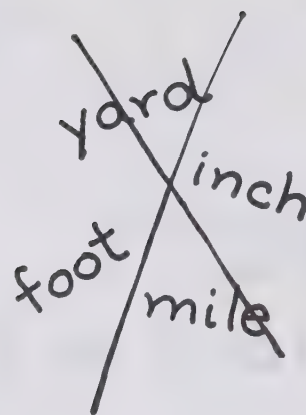
0.01 meter

1 centimeter

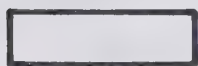
meter  
m

1 meter = 1.1 yards  
3.3 feet

1 yard = 0.9 meter



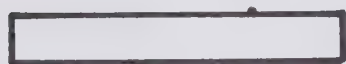
1 inch = 2.54 centimeters



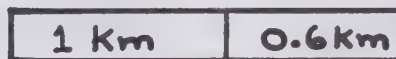
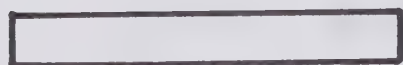
1 centimeter = 0.4 inch



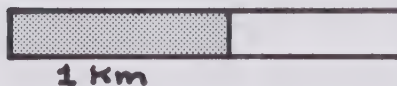
1 foot = 30 centimeters



1 mile = 1.6 kilometers



1 kilometer = 0.62 mile





liter

l or L



1 liter = 4.24 cups  
 2.1 pints  
 1.06 quarts  
 0.26 gallons

~~fluid ounces~~  
~~cups~~  
~~tablespoons~~  
~~pints~~  
~~teaspoons~~  
~~quarts~~  
~~gallons~~

1 milliliter = .03 fluid ounces

1 teaspoon = 5 milliliters



1 tablespoon = 15 milliliters

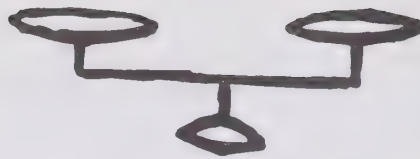


1 fluid ounce = 30 milliliters

1 cup = 240 milliliters



gram  
9



~~pound~~  
~~ounce~~  
~~ton~~

VM-9

gram =  $\frac{1}{28}$  <sup>th</sup> of an ounce  
.035 ounce

1 ounce = 28 grams

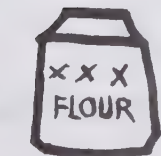
1 kilogram = 2.2 pounds

1 pound = 0.45 kilograms

1 milligram = .000035 ounce

1 cup of  
(240 ml )

weighs



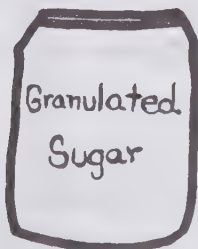
Flour



sifted

=

116 g



Sugar

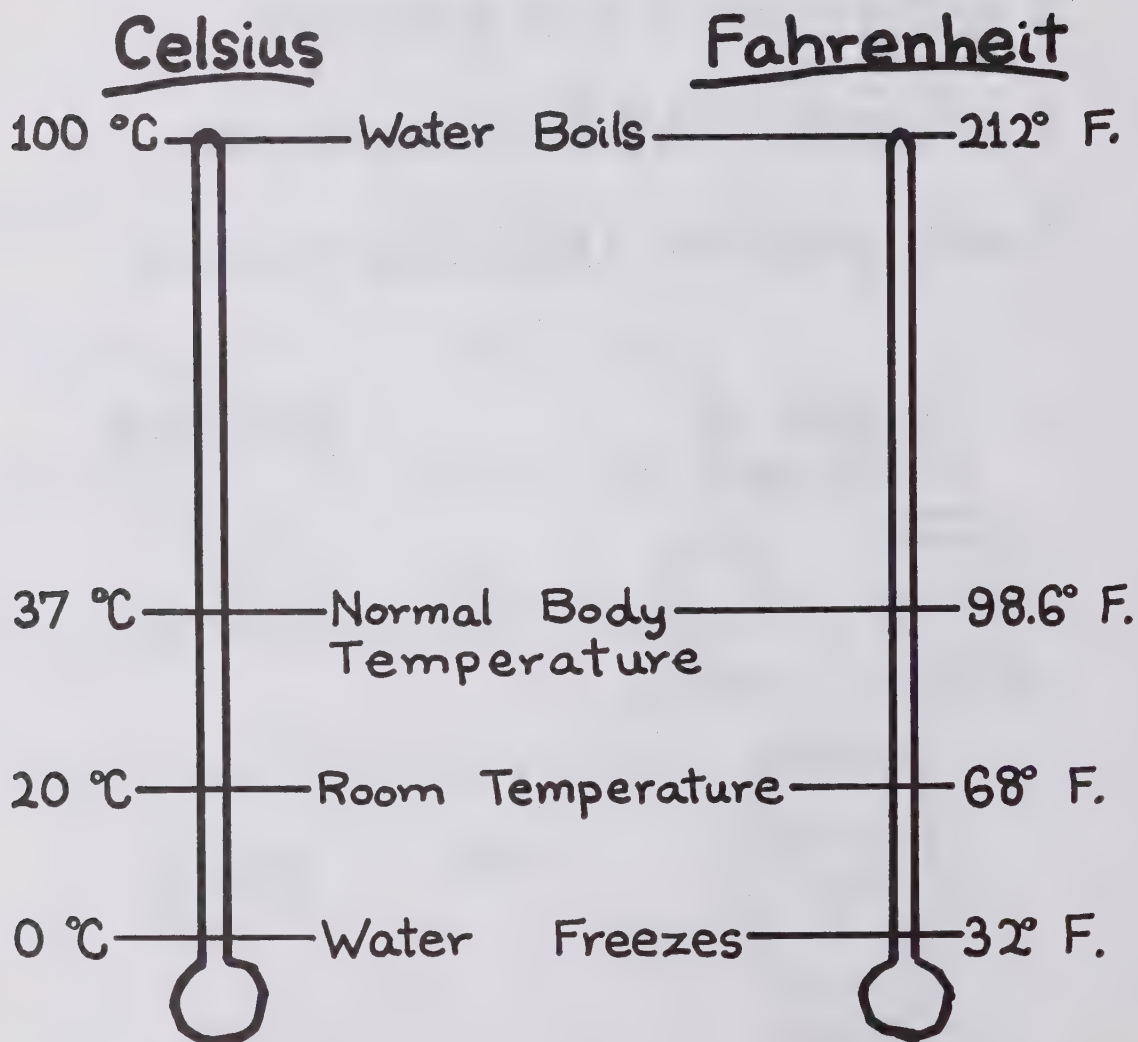
=

195 g

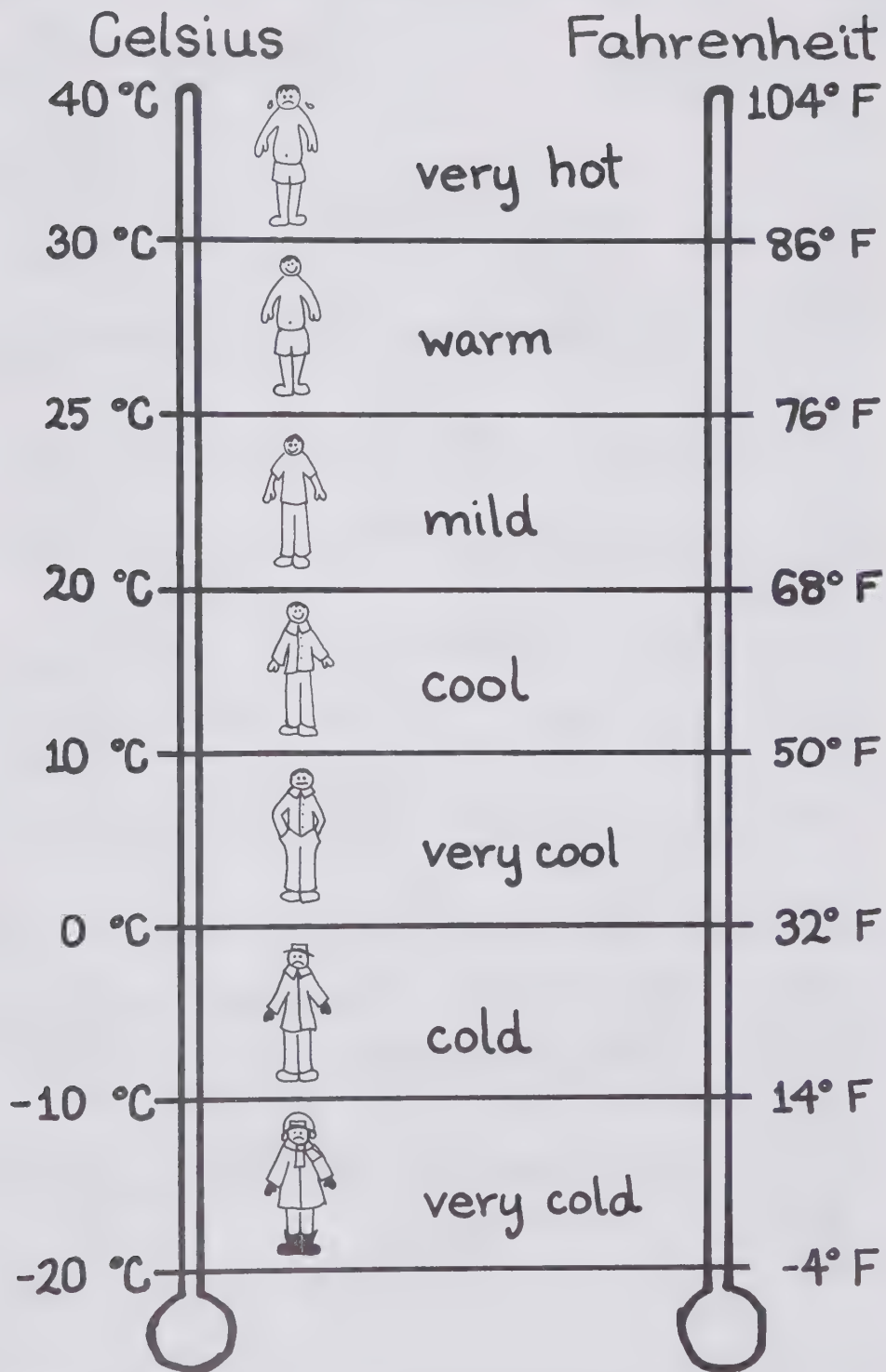
Celsius  
°C

~~Fahrenheit~~  
~~°F.~~

Celsius temperature  
scale-- water freezes  
at 0 °C and boils at 100 °C



# Weather in Celsius





# Food Temperatures in Celsius

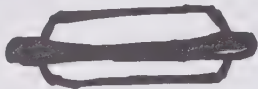




<u>Celsius</u>		<u>Fahrenheit</u>
290°C		550°F
270°C		525°F
250°C	Extremely Hot	500°F
240°C		475°F
230°C	Very Hot	450°F
220°C		425°F
200°C	Hot	400°F
190°C		375°F
180°C	Moderate	350°F
170°C		325°F
150°C	Slow	300°F
140°C		275°F
130°C	Very Slow	250°F
110°C		225°F
100°C	Water Boils	200°F
60°C	Keeping Food Warm	140°F
52°C	Some Growth of Bacteria	125°F
16°C	Bacteria Danger Zone	60°F
5°C	Some Growth of Bacteria	40°F
0°C	Slow Growth of Bacteria	32°F
18°C	Freezing	0°F

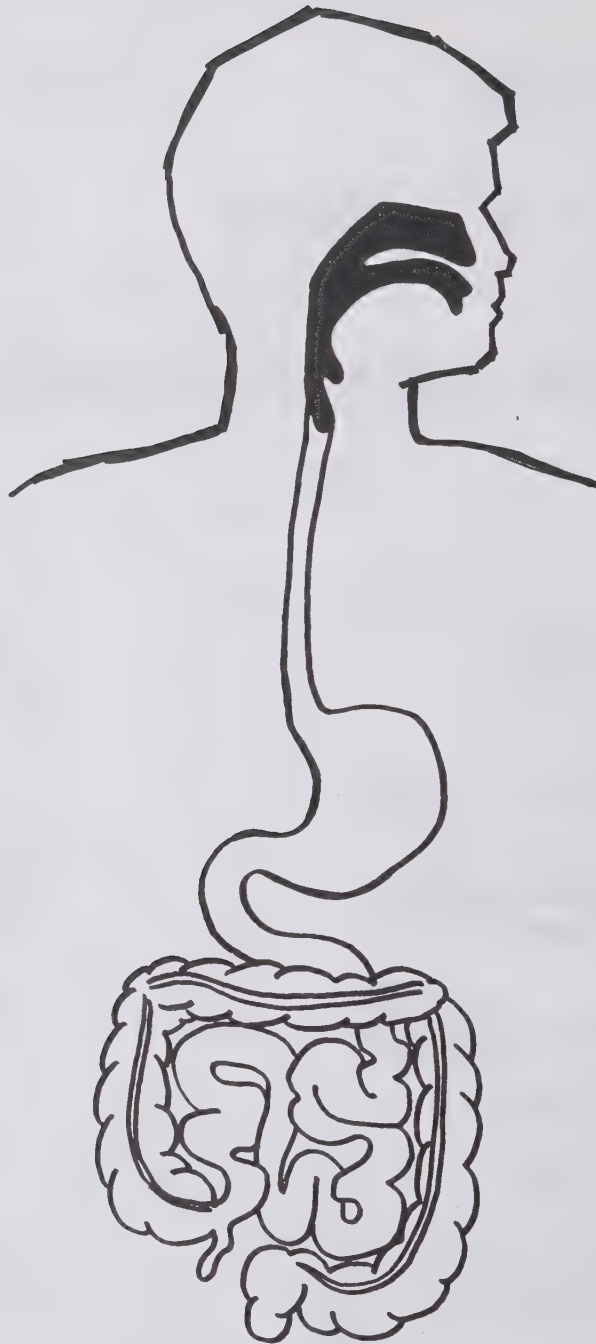
joules  
j

~~calories~~

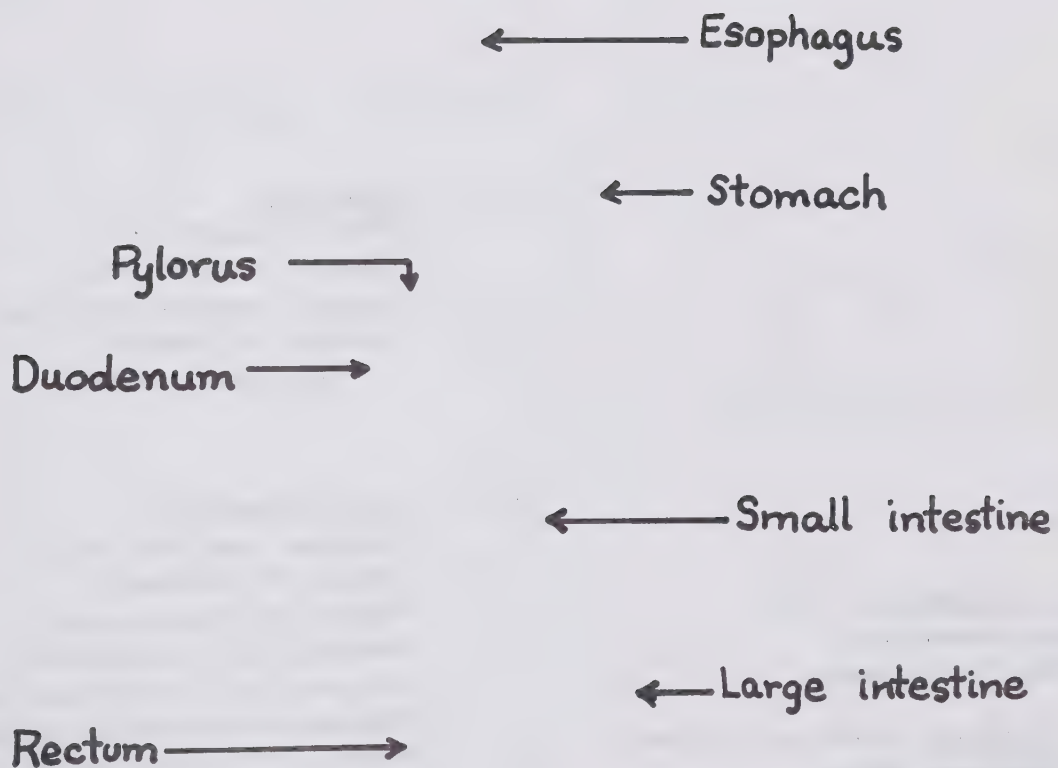
1 calorie = 4.2 joules

1,200 calorie diet = 5040 joule diet

<u>Food</u>	<u>joules</u>
Frankfurter with bun 	1220
Apple pie 	1680
Apple 	336
1 cup soda pop 	1050
1 cup skim milk 	378



# Human Digestive System





# How Food Turns into Nutrients

← Mouth  
Enzyme ptyalin turns  
starch → sugar.

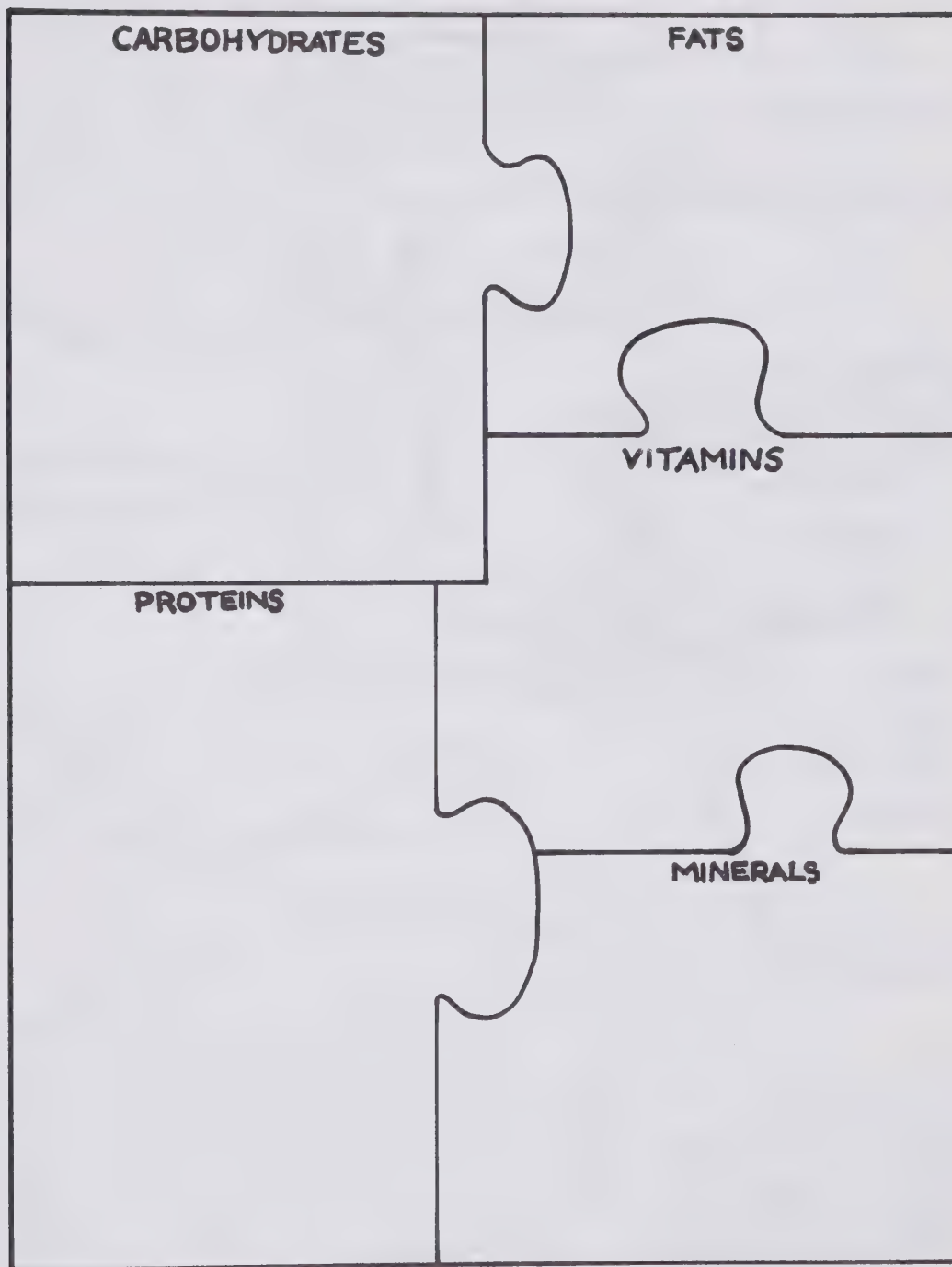
← Stomach  
Gastric juices churn  
food → chyme.  
Enzymes pepsin and rennin  
break up protein  
→ smaller units.

← Small intestine  
Enzymes and bile turn  
food into nutrients:  
Protein → Amino acids  
Carbohydrates → Glucose  
Fats → Fatty acids and glycerol  
Vitamins → Extracted, ready to use  
Minerals → Extracted, ready to use

Large intestine →  
Absorbs water and  
sends it to kidneys.

Rectum →  
Excretes solid  
waste or feces.

# Nutrients Work Together



# Nutrition Label

# **NUTRITION INFORMATION PER SERVING**

Size of serving → **SERVING SIZE:** One ounce (1½ cup) Corn flakes alone and in combination with ½ cup vitamin D fortified whole milk.

Number of servings → **SERVINGS PER CONTAINER:** 12

## **CORN FLAKES**

1 oz.                      with ½ cup whole milk

<b>CALORIES</b>	110	190
<b>PROTEIN</b>	2 gm	6 gm
<b>CARBOHYDRATES</b>	24 gm	30 gm
<b>FAT</b>	0 gm	4 gm

## **PERCENTAGE OF U.S. RECOMMENDED DAILY ALLOWANCE (U.S. RDA)**

### **CORN FLAKES**

1 oz.                      with ½ cup whole milk

<b>PROTEIN</b>	2	10
<b>VITAMIN A</b>	25	25
<b>VITAMIN C</b>	25	25
<b>THIAMINE</b>	25	25
<b>RIBOFLAVIN</b>	25	35
<b>NIACIN</b>	25	25
<b>CALCIUM</b>	*	15
<b>IRON</b>	10	10
<b>VITAMIN D</b>	10	25
<b>VITAMIN B<sub>6</sub></b>	25	25
<b>FOLIC ACID</b>	25	25
<b>PHOSPHORUS</b>	*	10
<b>MAGNESIUM</b>	*	4

Must be listed

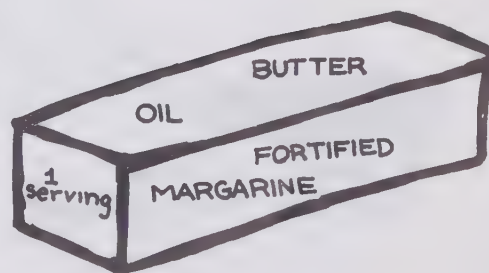
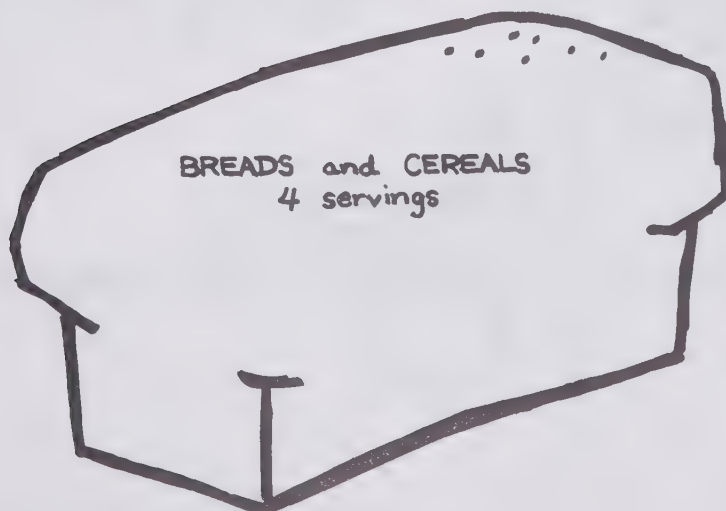
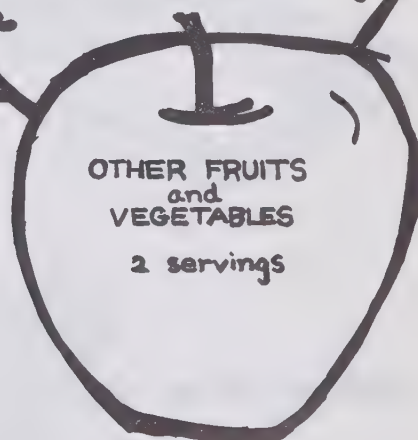
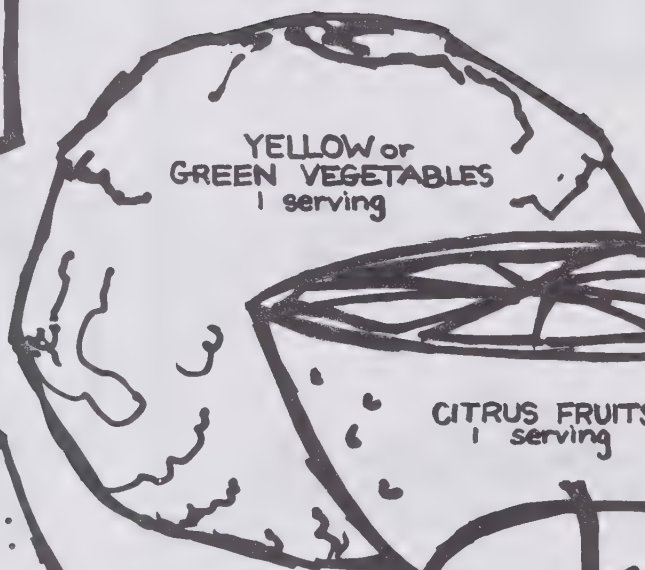
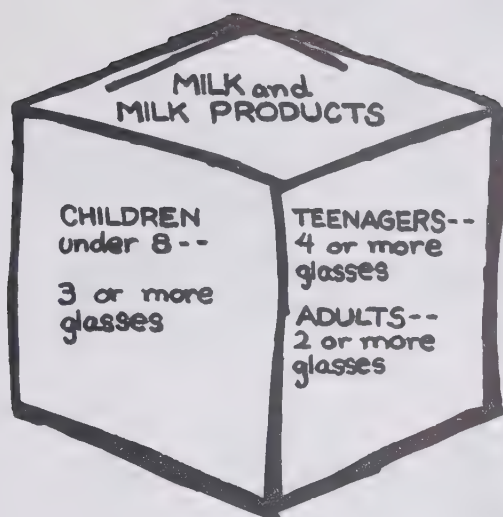
May be listed

Percentage of U.S. RDA

\*Contains less than 2 percent of the U.S. RDA of these nutrients.

Percentage of U.S. RDA

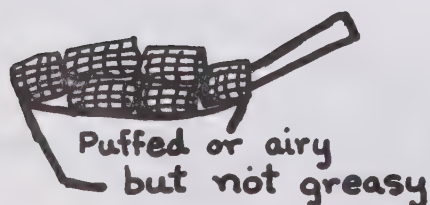
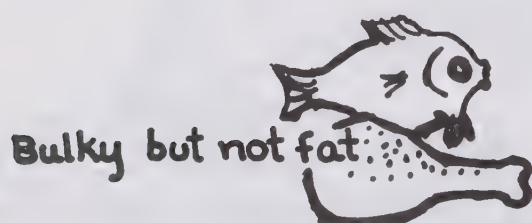
# Daily Food Guide



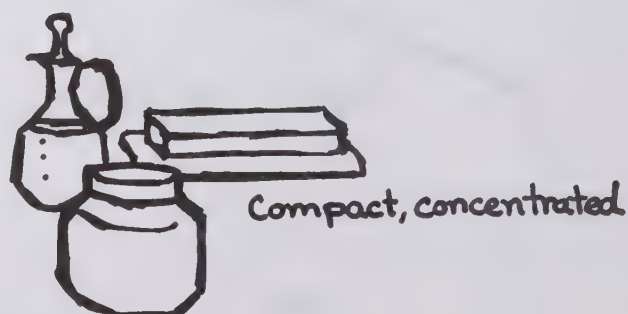
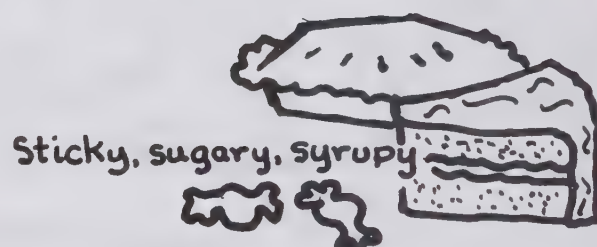
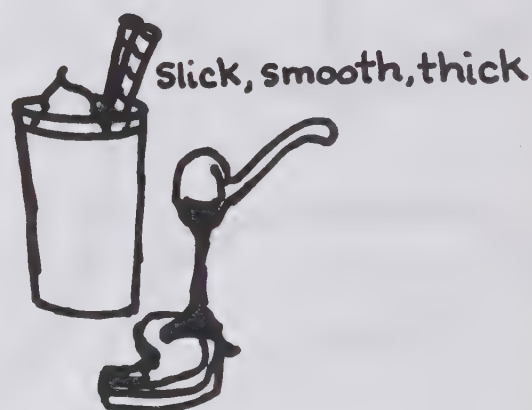
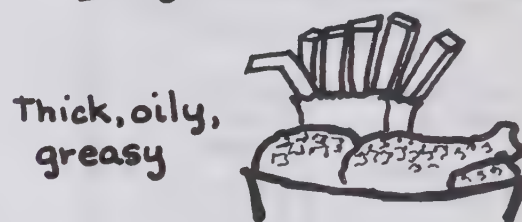


# Textures Tell The Story

## Low Calorie

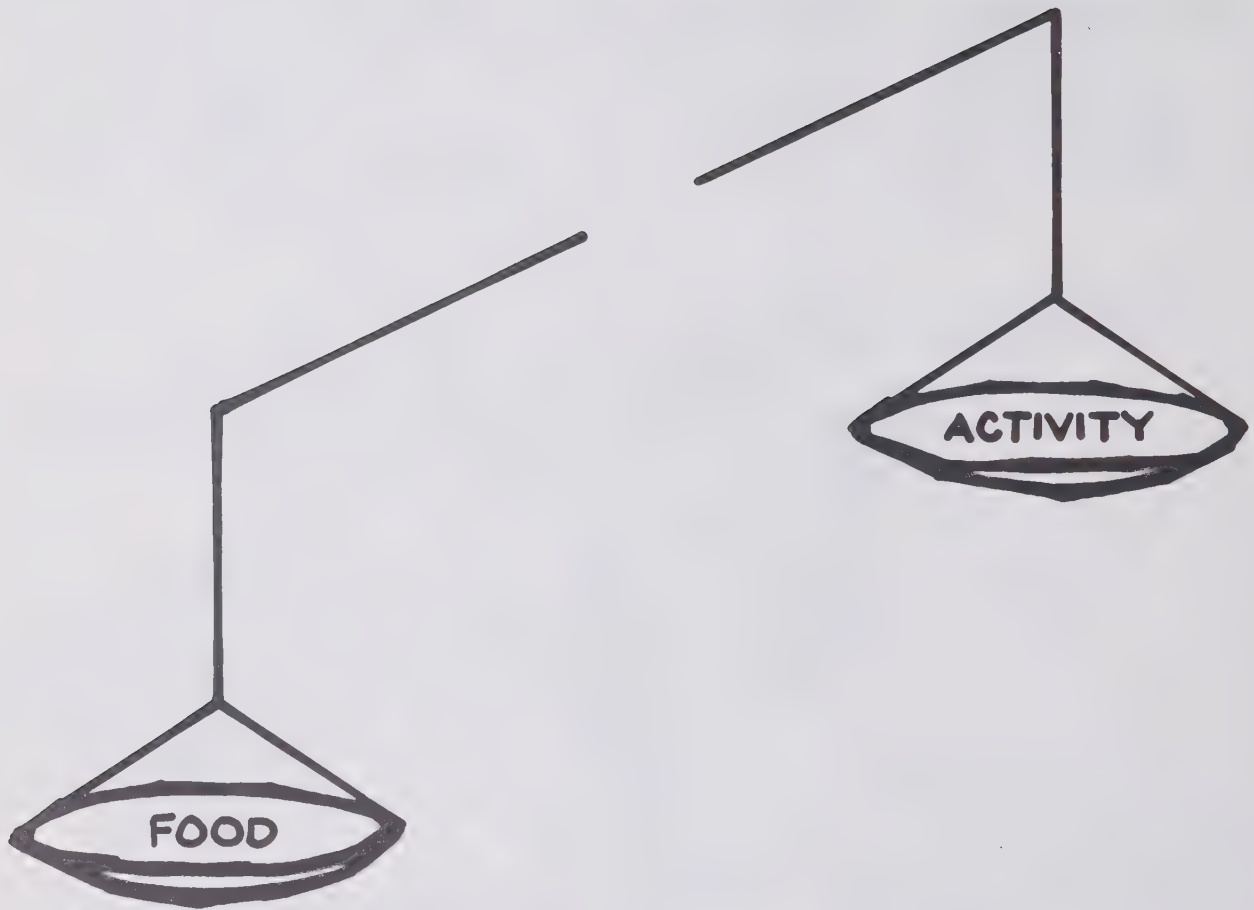


## High Calorie

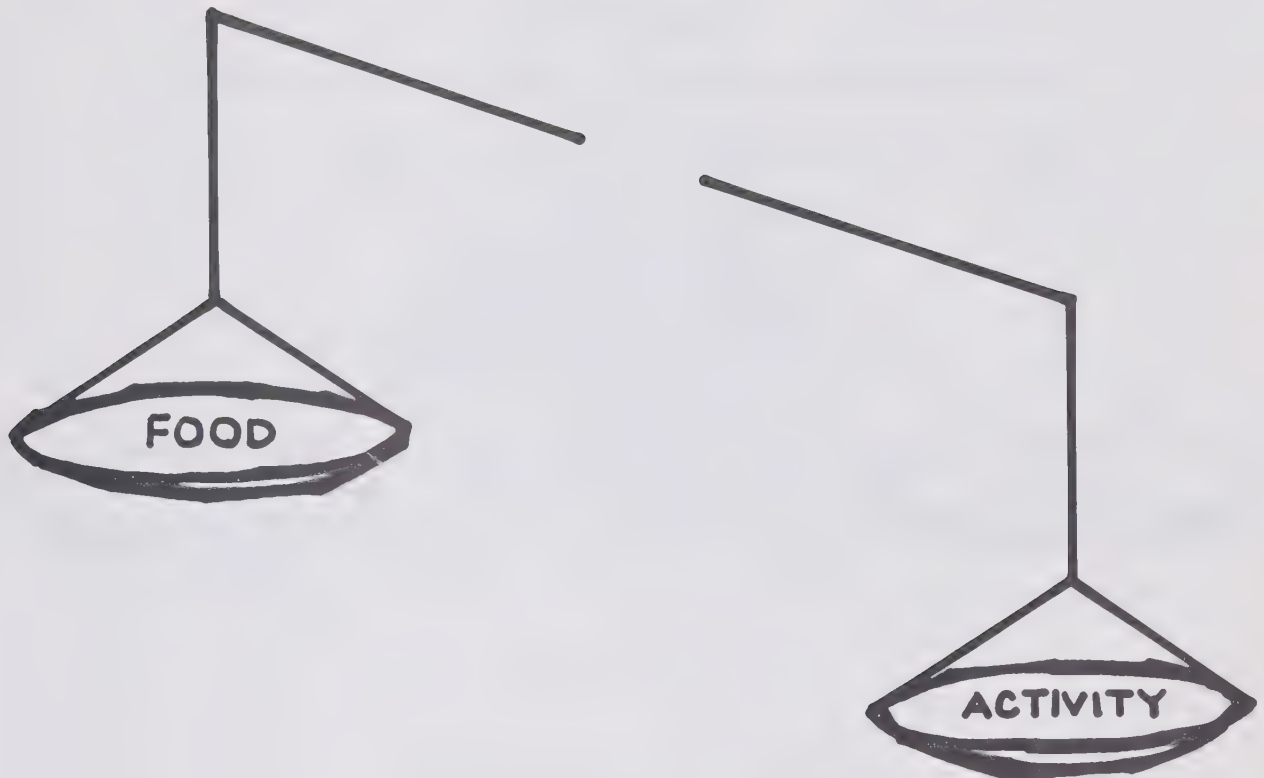


# Balance--the key to weight control



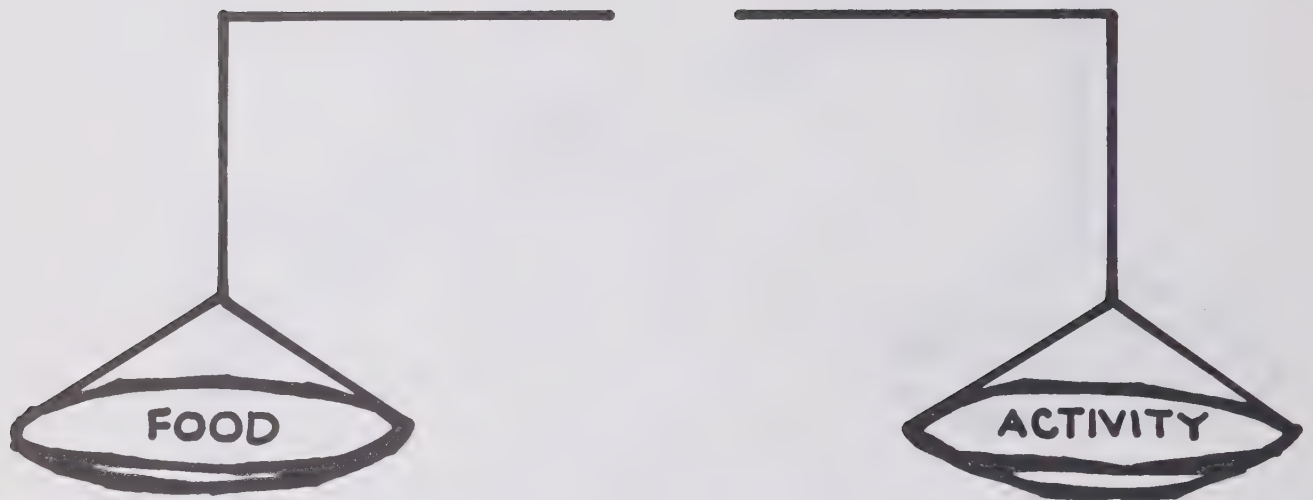


Weight Goes Up



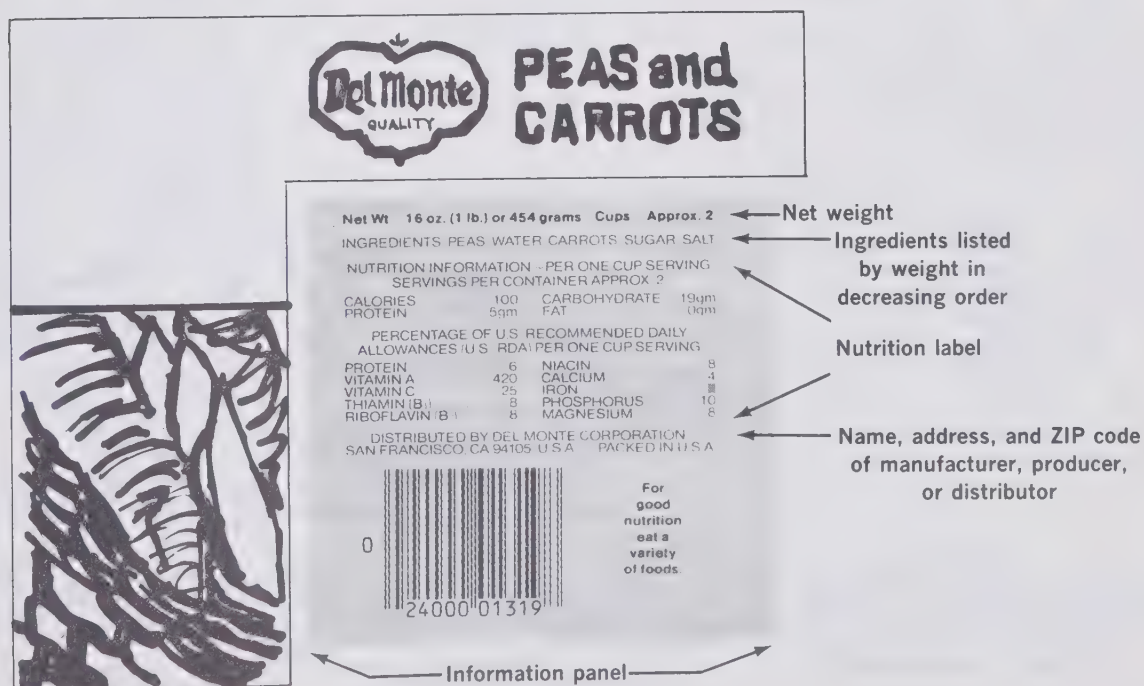
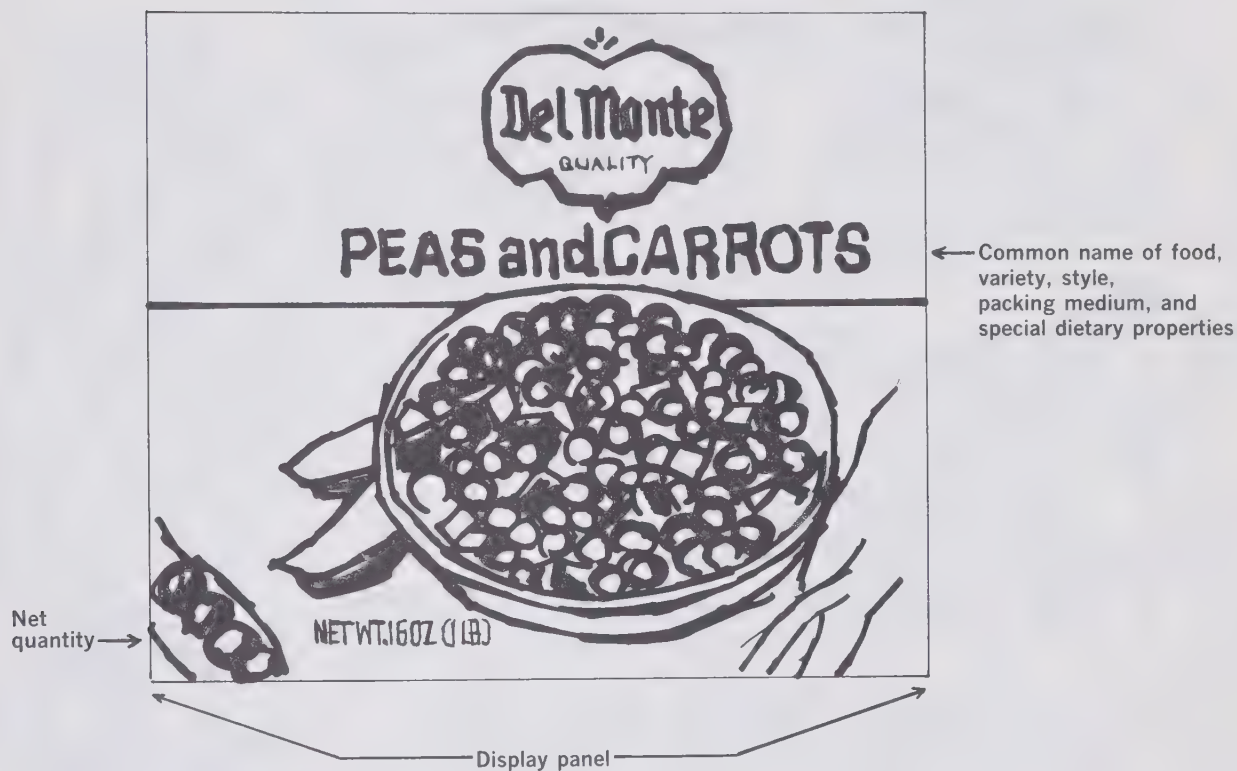
Weight Goes Down





Weight Stays Same

# Anatomy of a Label



# How To Select Fruit



## Buy fruits that are

Firm to touch  
Right color  
Well shaped  
In right stage of ripeness  
In good condition

## Avoid fruits that are

Too soft  
Too hard  
Green or underripe  
Damaged  
Bruised  
Decayed  
Mildewed  
Discolored

# How to Select Fresh Vegetables

Buy vegetables that are

Right Color

Crisp or Firm

Medium Size

Solid

Heavy in

Relation to Size

Avoid vegetables that are

Wilted

Shriveled

Too Small

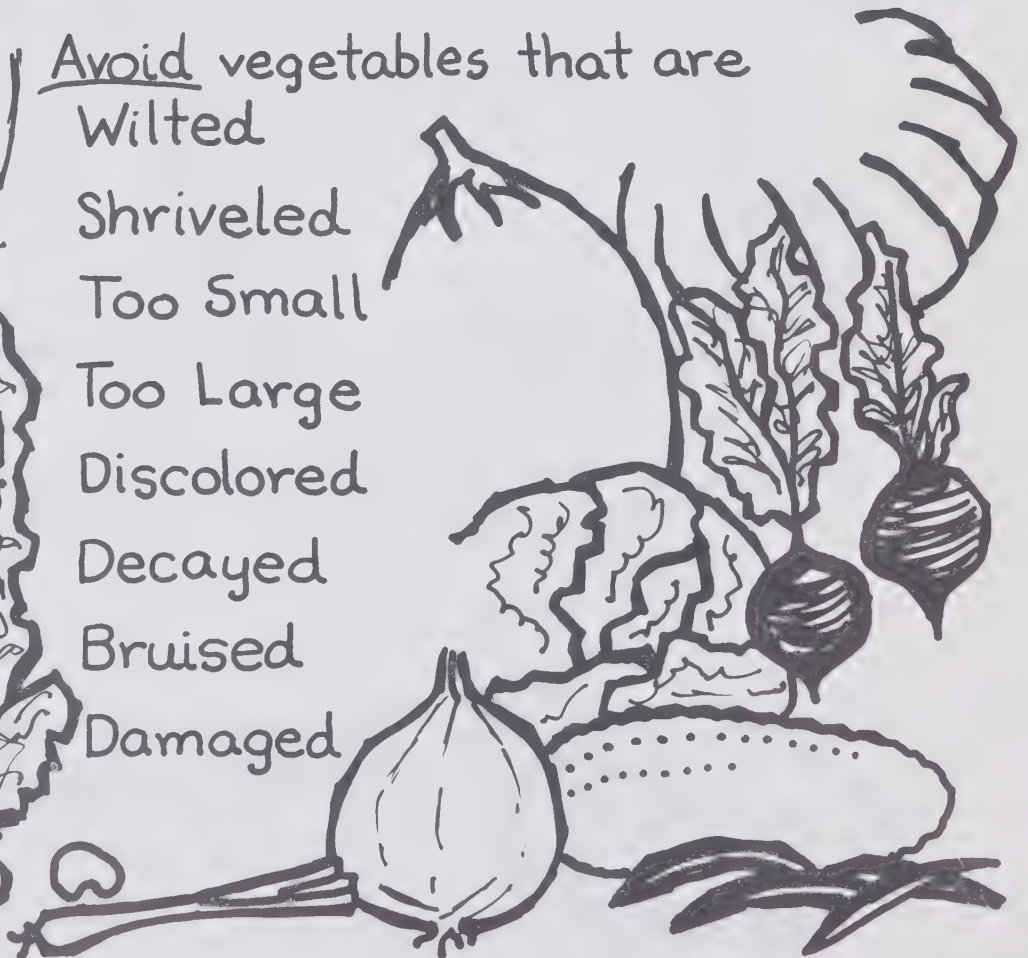
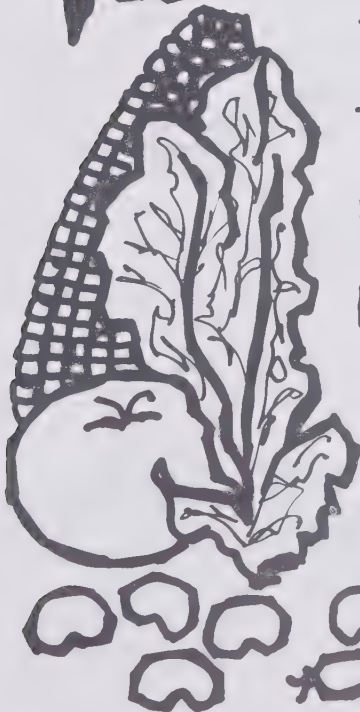
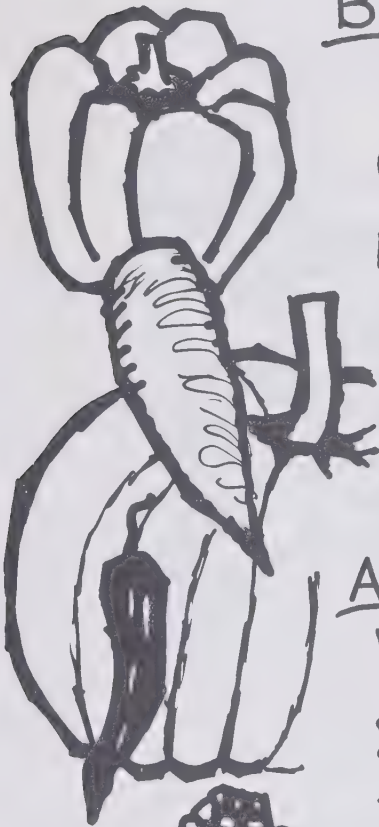
Too Large

Discolored

Decayed

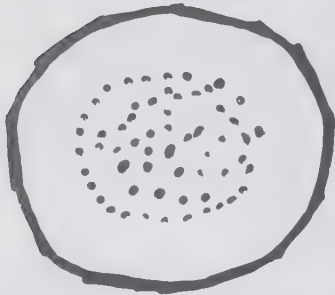
Bruised

Damaged





# Bones -- The Clue to Tenderness



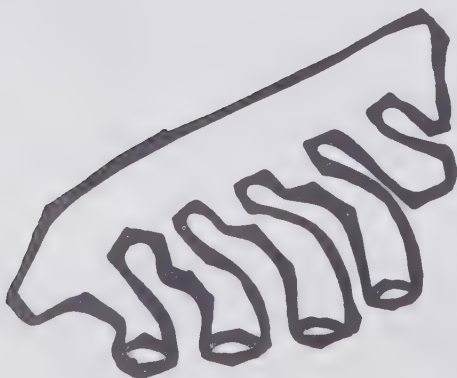
Round Bone  
Not tender except:  
leg of veal, lamb,  
pork tender.



Long, thin, flat bone  
Not tender except:  
sirloin cut.

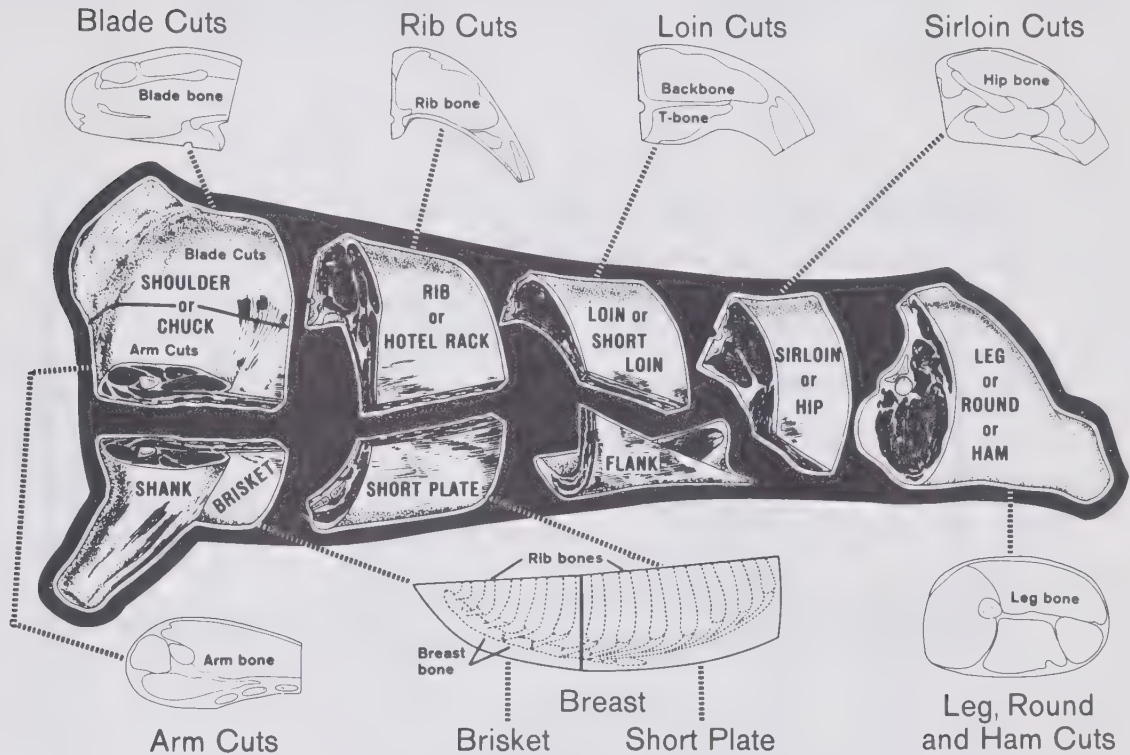


Back Bone with Rib or T-bone  
Tender

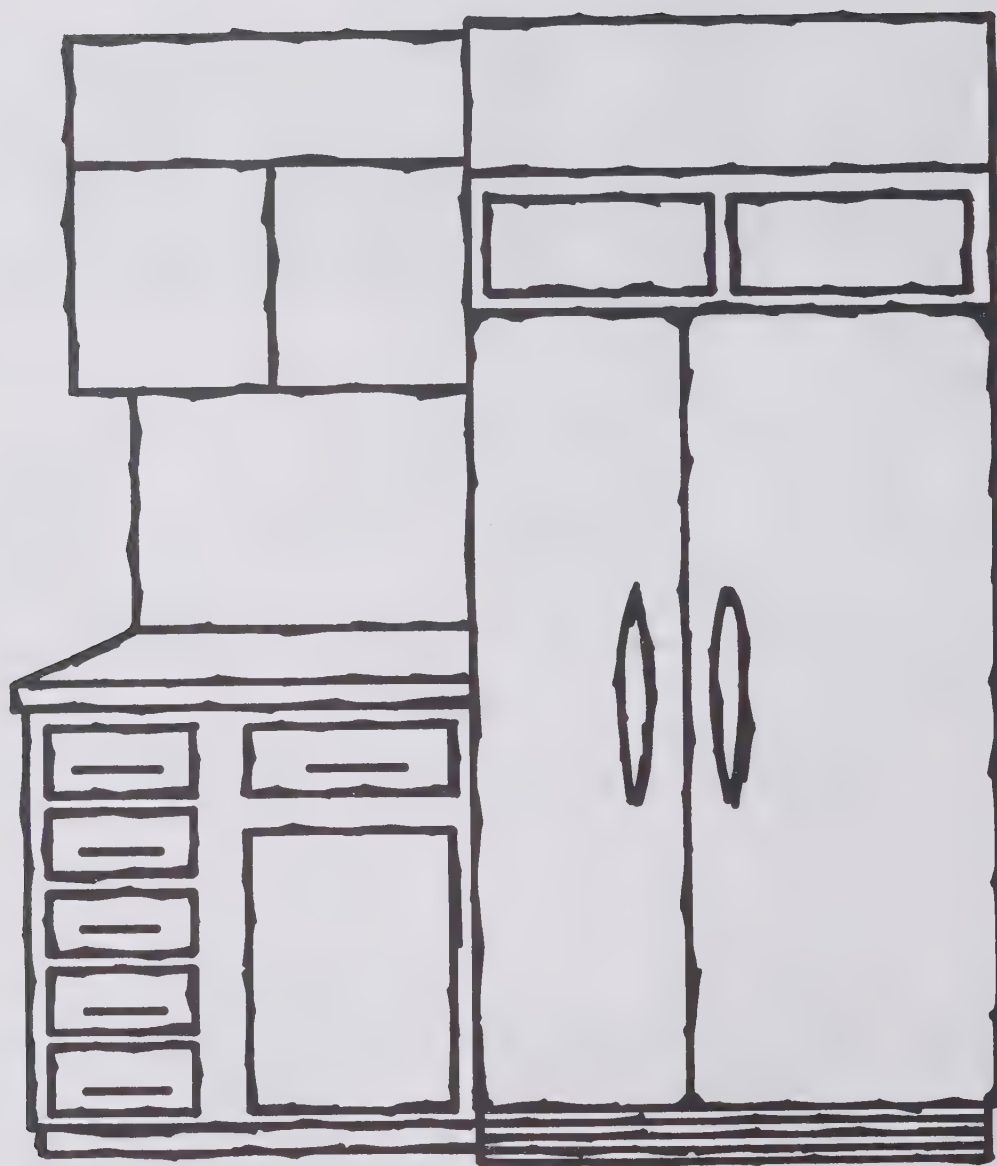


Breast or Rib Bones  
Not tender

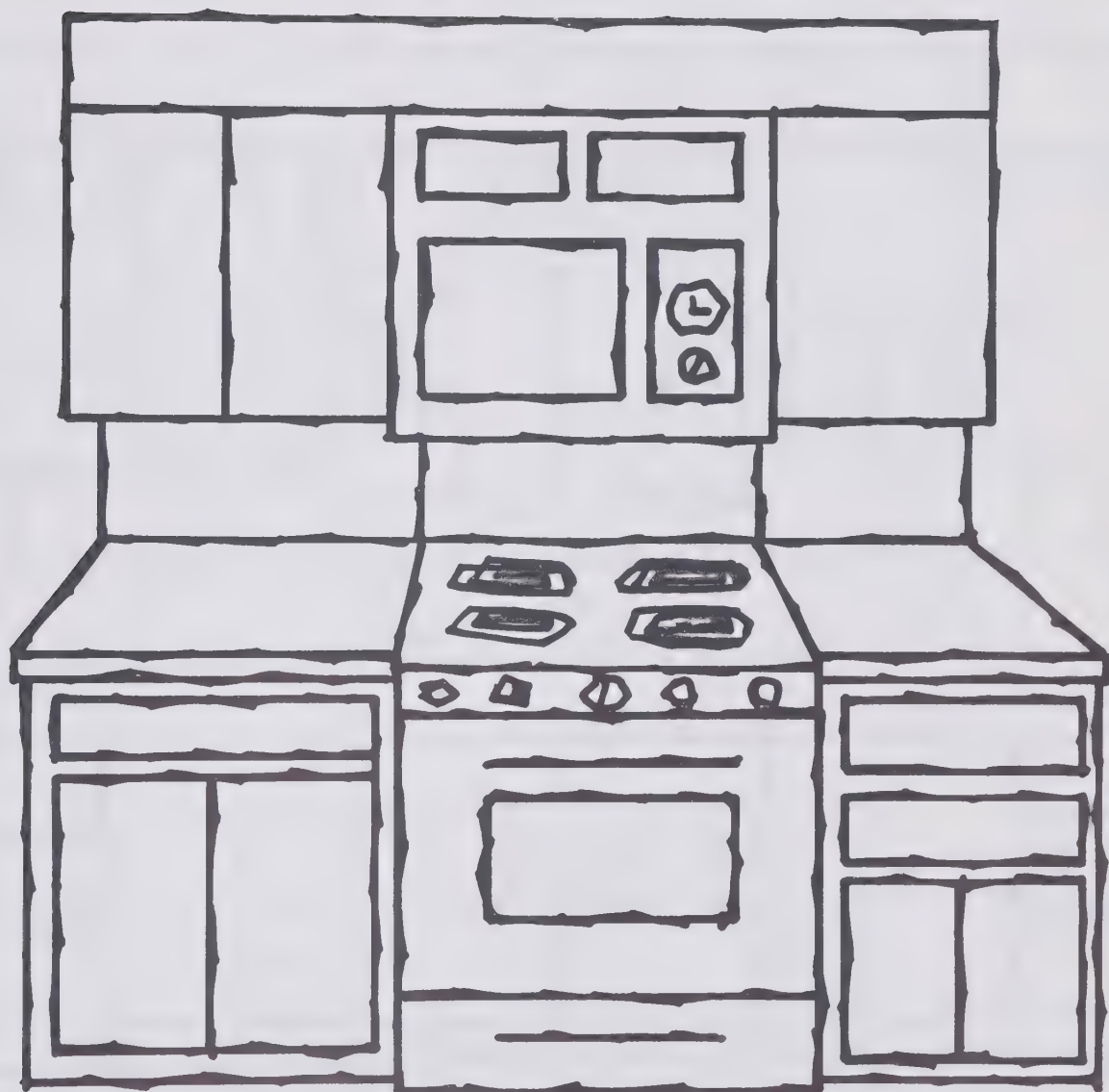
# Wholesale Cuts of Meat



# Refrigerator - Freezer Center

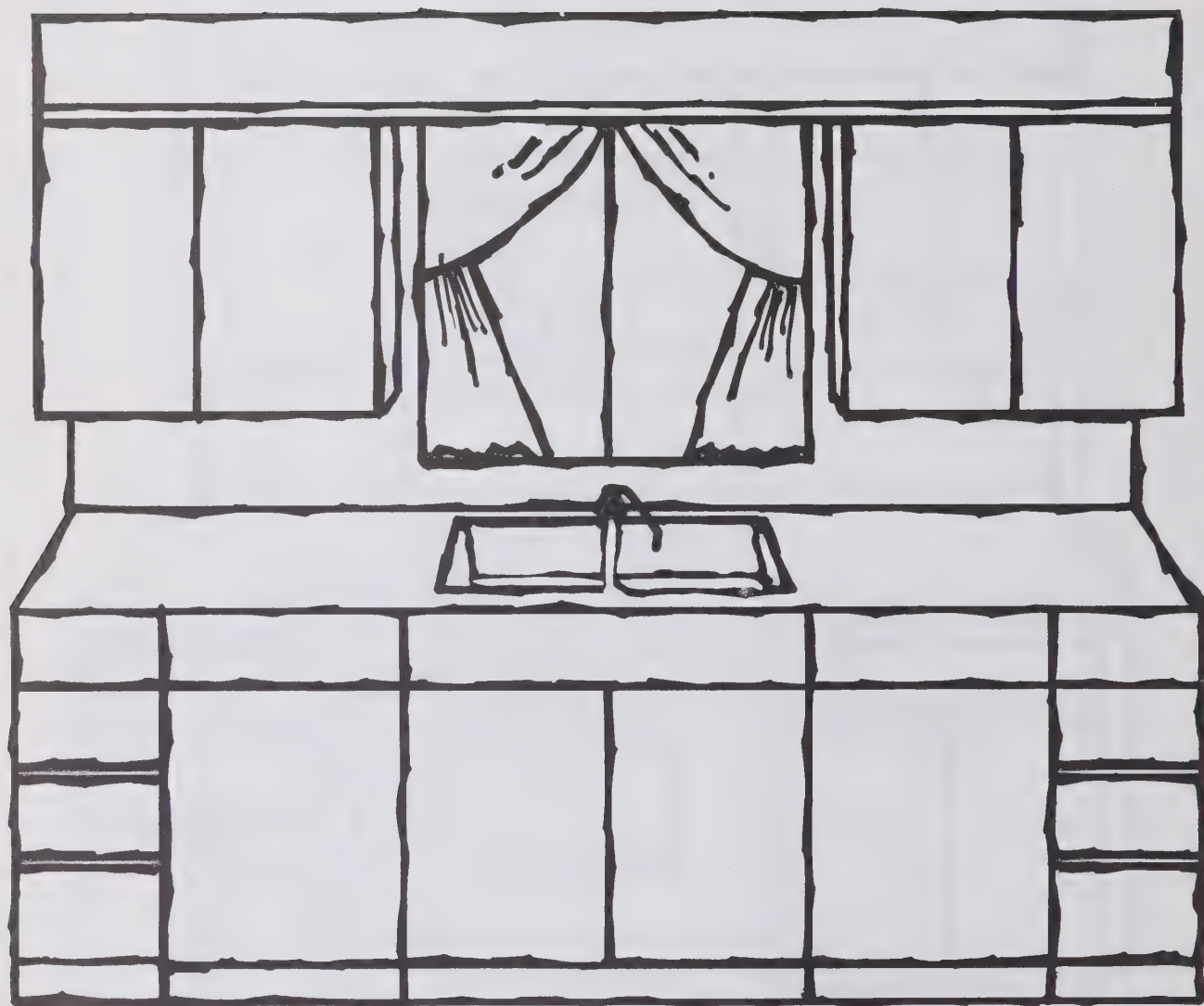


# Range Center

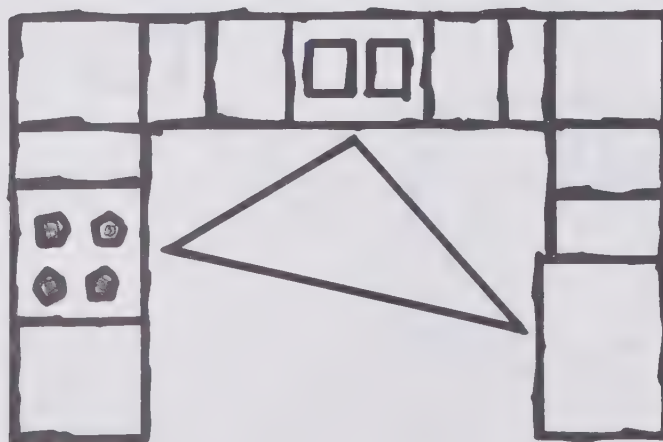
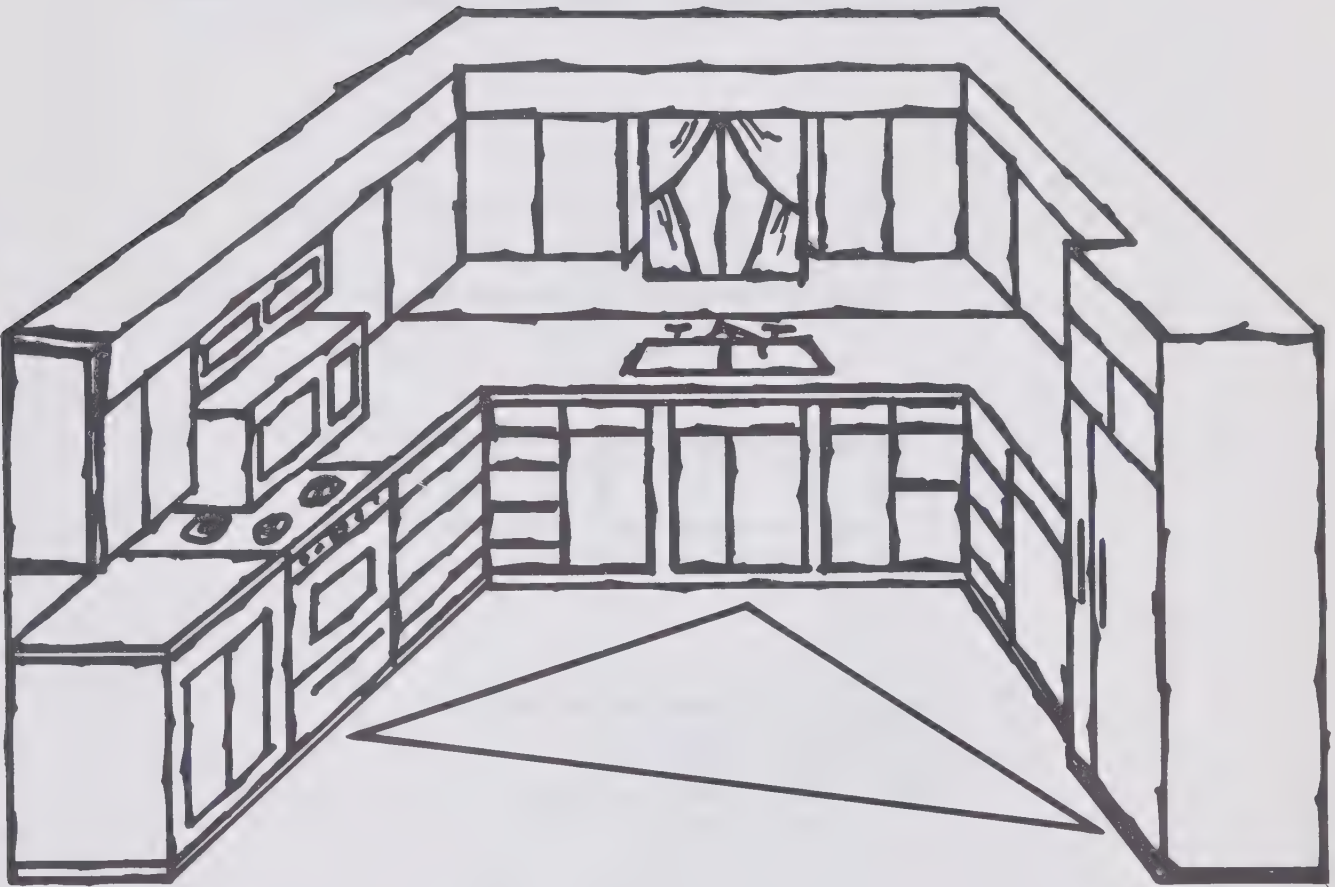




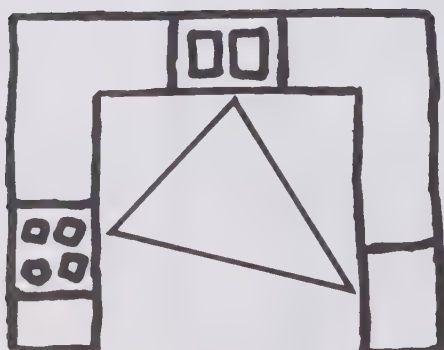
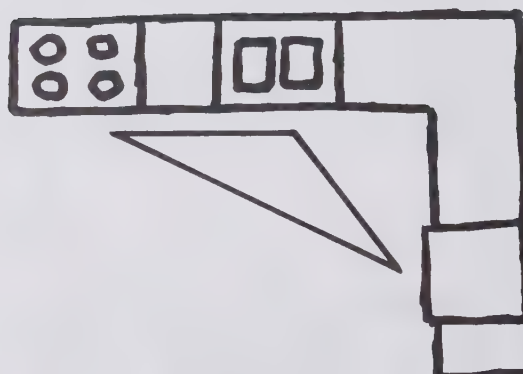
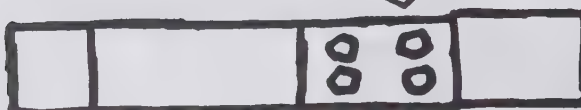
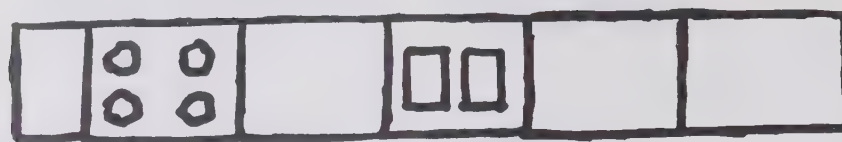
# Sink Center



# Work Triangle



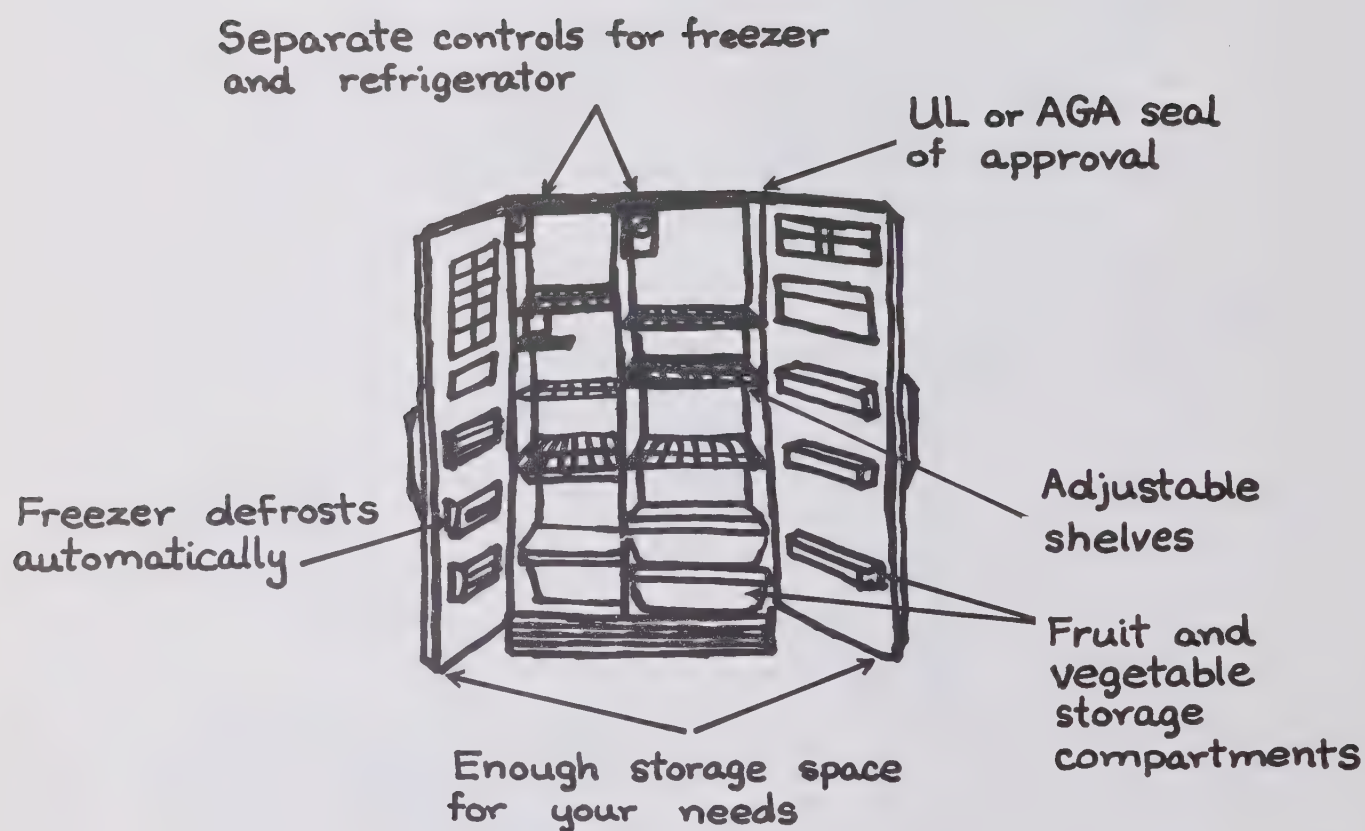
# BASIC KITCHEN PLANS



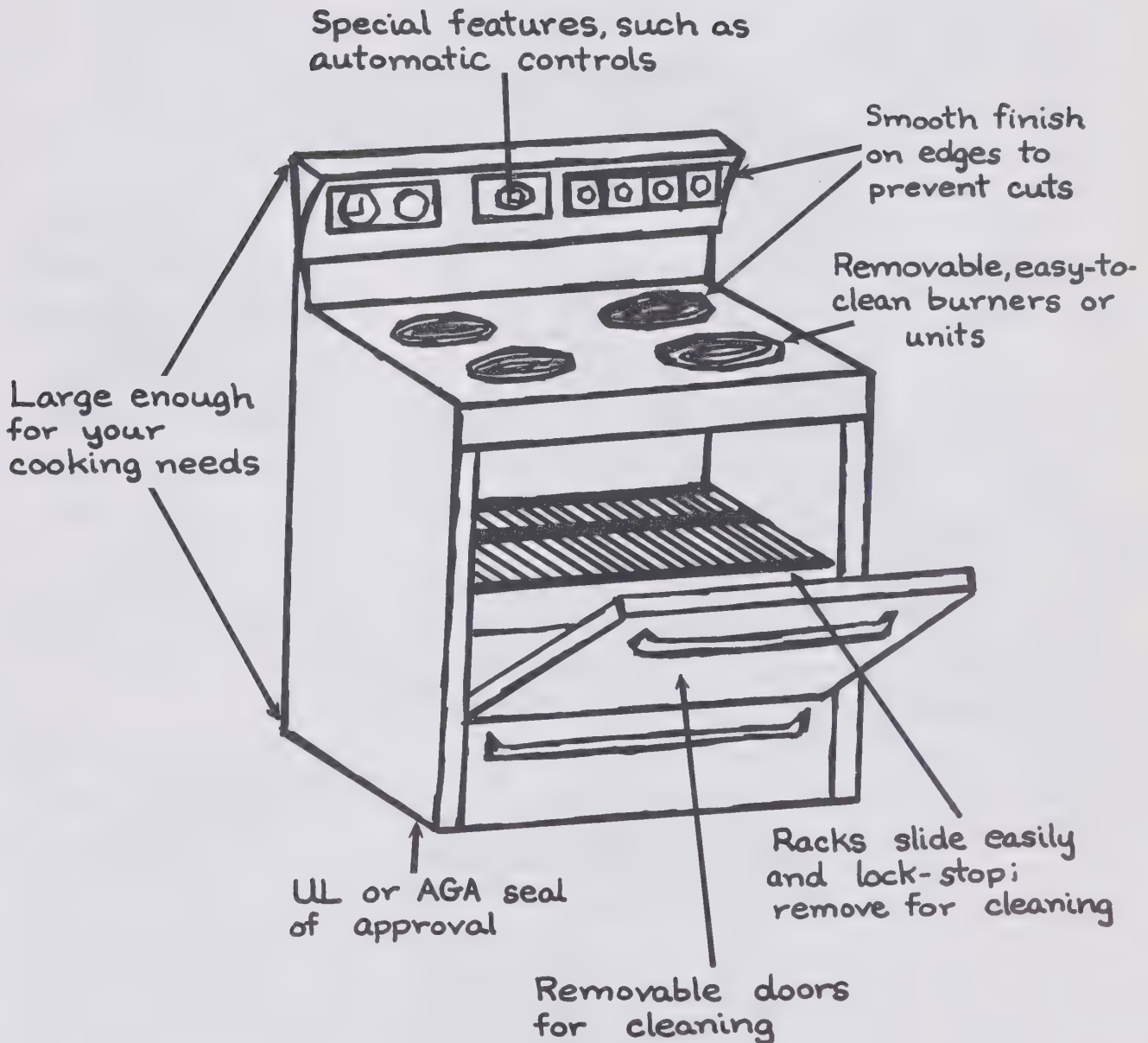




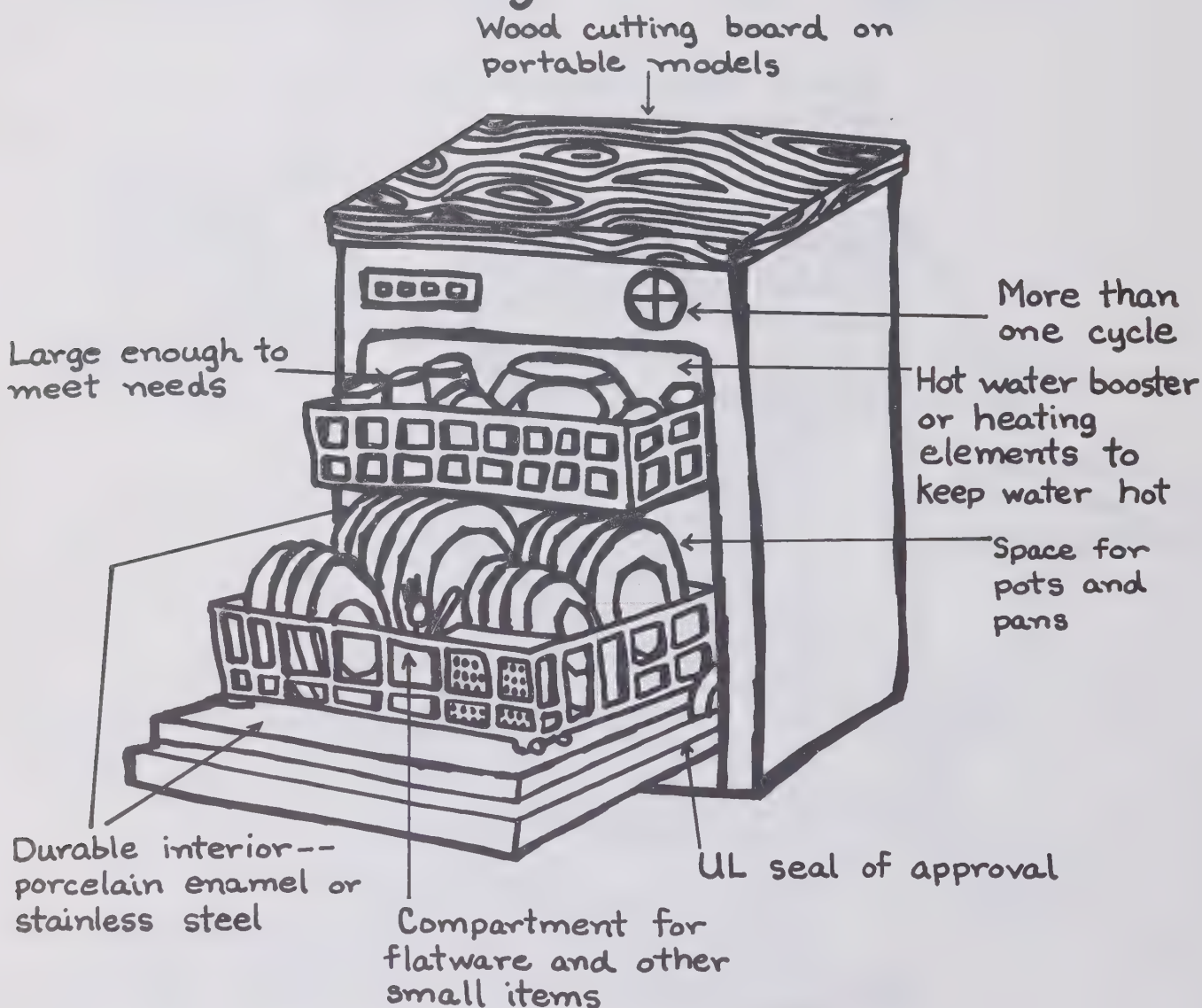
# How To Buy A Refrigerator



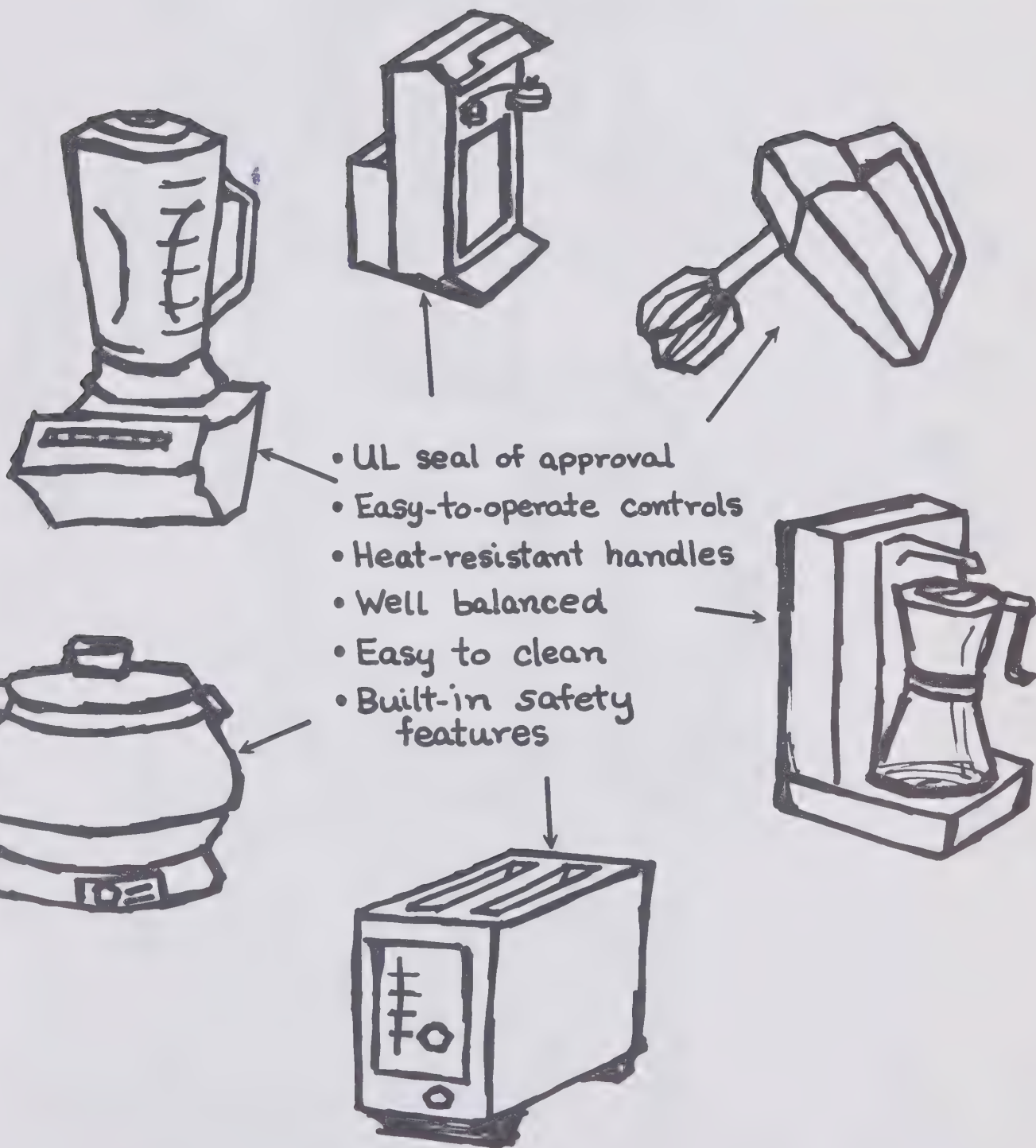
# How To Buy A Range



# How To Buy a Dishwasher



# How To Buy Portable Appliances





# How To Buy A Pan

VM-34

Heat-resistant handle

Tight-fitting lid

Heat-resistant handle

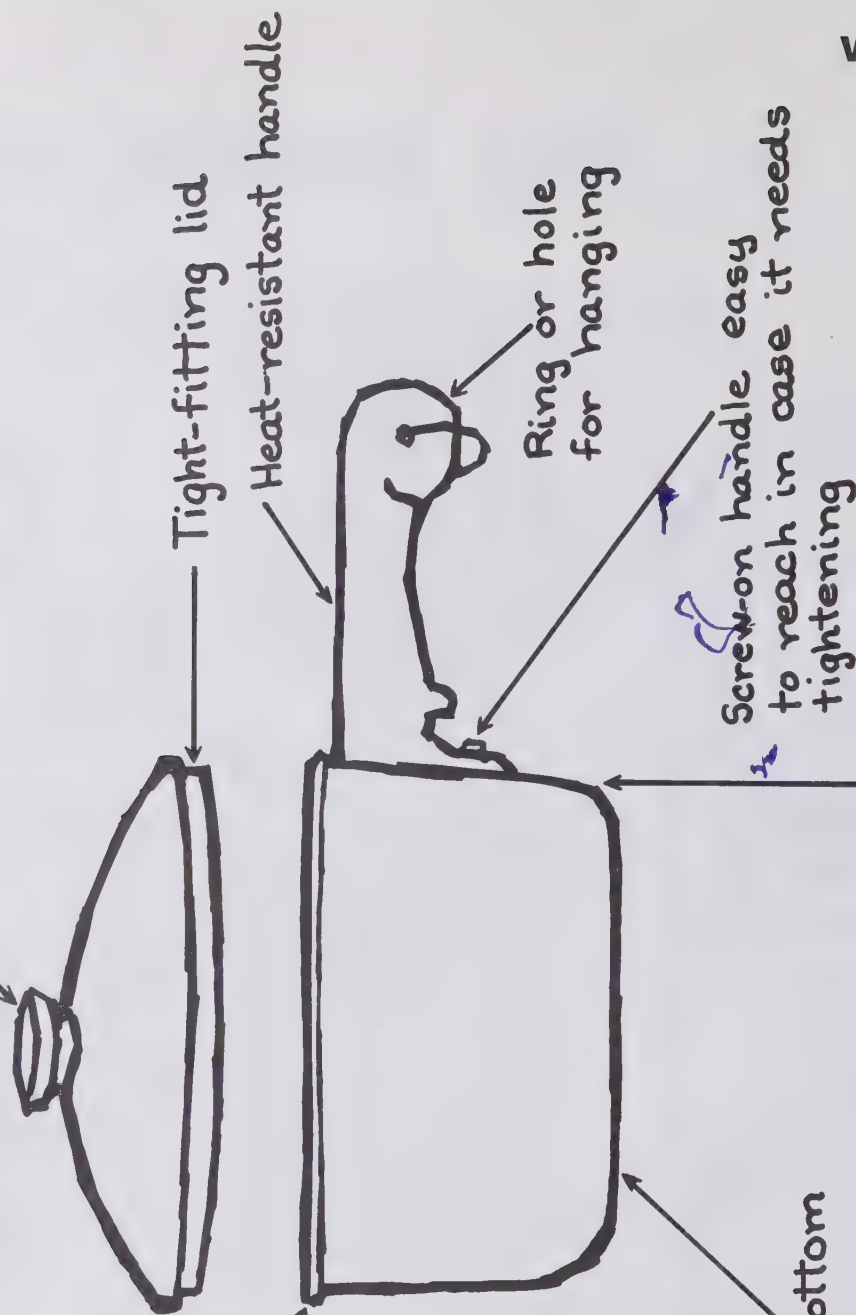
Ring or hole  
for hanging

Screw-on handle easy  
to reach in case it needs  
tightening

Balances evenly  
when empty

Smooth edges

Flat bottom



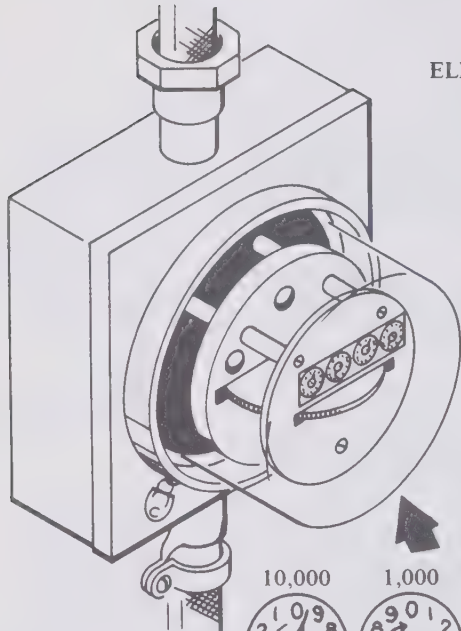
# Temperature Guide To Food Safety

°F	°C	
250	121	
240	116	Canning temperatures for low-acid vegetables, meat, and poultry in pressure canner.
		Canning temperatures for fruits, tomatoes, and pickles in waterbath canner.
212	100	
		Cooking temperatures destroy most bacteria. Time required to kill bacteria decreases as temperature is increased.
165	74	
		Warming temperatures prevent growth but allow survival of some bacteria.
140	60	
125	52	Some bacterial growth may occur. Many bacteria survive.
		<b>DANGER ZONE</b> Foods held more than 2 hours in this zone are subject to rapid growth of bacteria and the production of toxins by some bacteria.
60	16	
		Some growth of food poisoning bacteria may occur.
40	5	
32	0	Cold temperatures permit slow growth of some bacteria that cause spoilage.
		Freezing temperatures stop growth of bacteria, but may allow bacteria to survive. (Do not store food above 10°F. for more than a few weeks.)
0	-18	

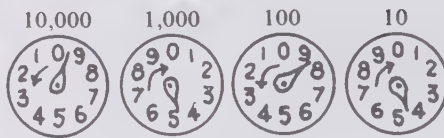
**FOR FOOD SAFETY  
KEEP HOT FOODS HOT  
COLD FOODS COLD**

UNITED STATES DEPARTMENT OF AGRICULTURE • OFFICE OF COMMUNICATION

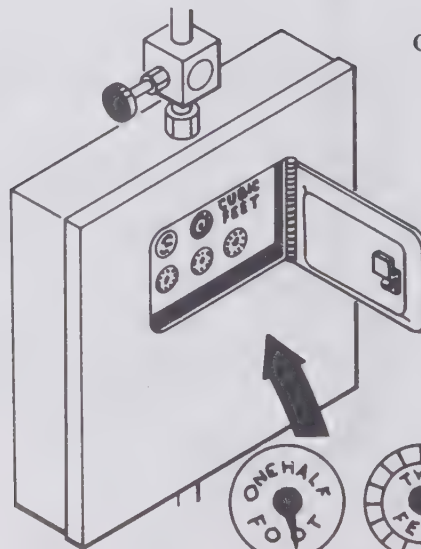
# Gas and Electric Meters



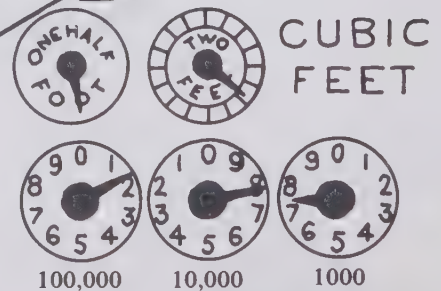
ELECTRIC METER



KILOWATT HOURS



GAS METER



CUBIC FEET

# Gas and Electric Utility Bills

## Sample gas bill

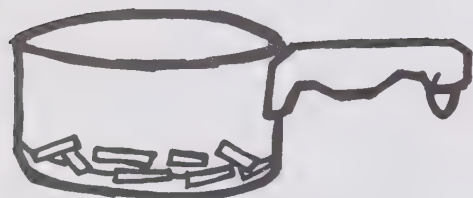
GAS LIGHT COMPANY										
ADDRESS CORRECTION REQUESTED RETURN POSTAGE GUARANTEED										
ACCOUNT NUMBER		SALES OR CITY TAX		OVERDUE AFTER						
2123 456788 1		\$3.00 11		Sept. 28 15						
POD	Y	DAYS	SERVICE TO	METER	AMOUNT					
H		USED	WU	DAY	READING					
GSA	30	8/30/		1604	\$63.09					
5	10	2	3	6	14					
7		8		9		14				
GAS USED		THERMS PER		THERMS		TOTAL AMOUNT				
100 CU. FT.		100 CU. FT.								
311		1.011		314.4		\$63.09				
SERVICE ADDRESS										
11801 Nebel St. 4										
INC. INTERIM SURCHG 14% 12										
OVERDUE AFTER										
15 S E P 2 8										
PGA PER THERM \$ .0206 TOTAL \$6.48 13										
BILLS ARE DUE WHEN RENDERED										
EXPLANATION OF CODES ON REVERSE SIDE										
• RETURN THIS STUB WITH PAYMENT •										

## Sample electric bill

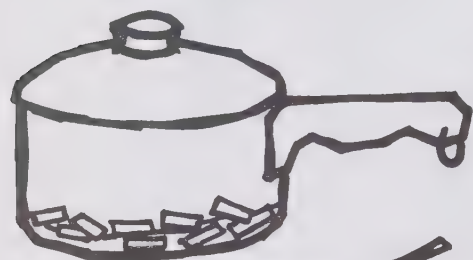
ACCOUNT NUMBER				KEEP THIS PART		RATE SCH.		ACCOUNT NUMBER			
1 01-2500-2775-1				2 R				1 01-2500-2775-1			
CODE	SERVICE TO	METER	AMOUNT								
1	8 30	9779	\$85.43								
3	4	5	6								
KILOWATT DEMAND		KILOWATT HRS. USED		TOTAL AMOUNT							
7		8 2200		9 \$85.43							
SURCHARGES				SALES TAX							
ENVIRONMENTAL				CITY ENERGY TAX							
.25 10 \$1.95 11				\$2.84 12							
PER KWH		\$0.0110592		OVERDUE AFTER							
FUEL COST ADJUSTMENT		AMOUNT		\$24.33		Sept. 30					
13		14									
← SERVICE ADDRESS →											
BILLS ARE DUE WHEN RENDERED											
PAYMENTS THRU CREDITED TO THIS BILLING											
PLEASE RETURN THIS PART WITH PAYMENT											
AMOUNT DUE NOW				9							
\$85.43											
Checks may be made payable to people											
\$89.69				15							
AMOUNT DUE AFTER				14							
Sept. 30											



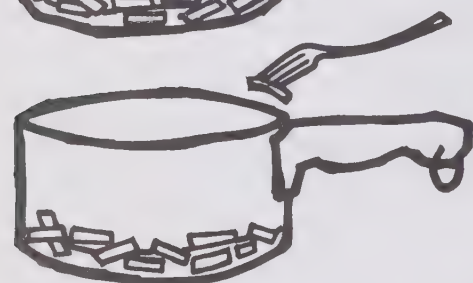
# How to Cook Green Vegetables



Use small amount of salted water and simmer.

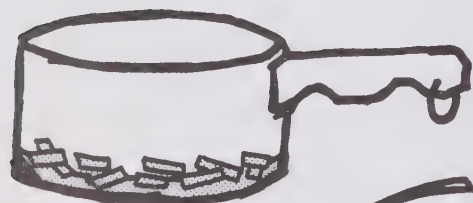


Use tight-fitting lid.



Cook just until fork tender.

## Signs of Overcooking

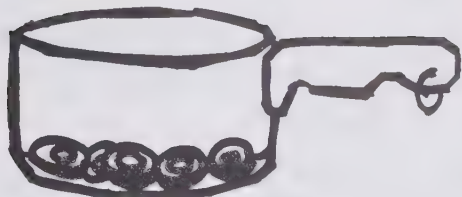


Vegetables turn dull brownish-green.

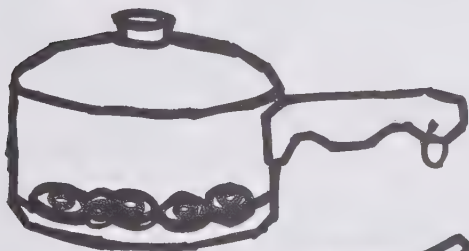


Vegetables get soft and mushy.

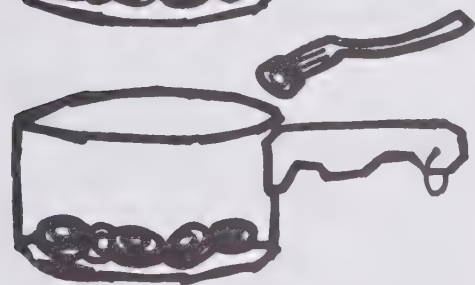
# How to Cook Yellow Vegetables



Use small amount of salted water and simmer.

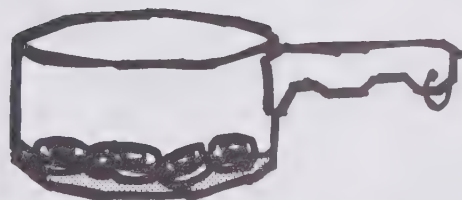
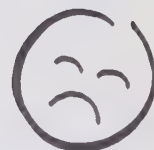


Use tight-fitting lid.

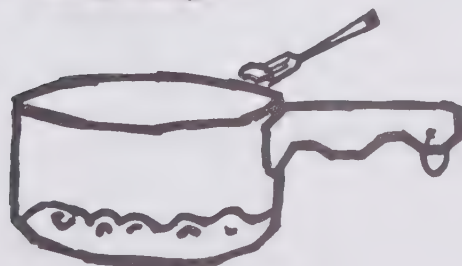


Cook just until fork tender.

## Signs of Overcooking

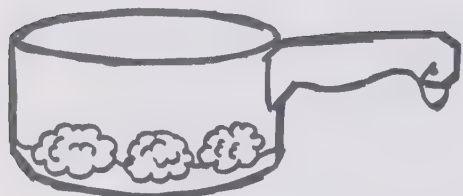


Cooking water turns pale orange or yellow.



Vegetables get soft and mushy.

# How to Cook White Vegetables



Use small amount of salted water and simmer.

\* Mature root vegetables such as potatoes should be covered with water.

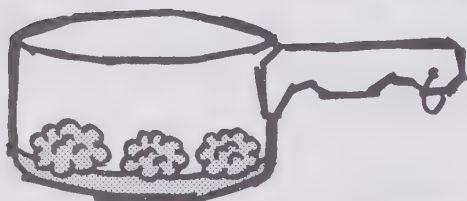


Use tight-fitting lid.

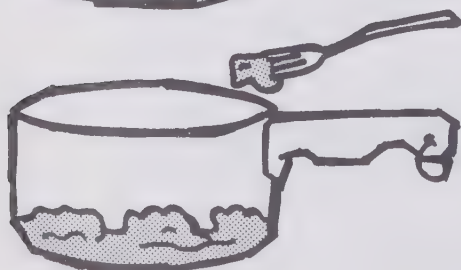


Cook only until fork tender.

## Signs of Overcooking

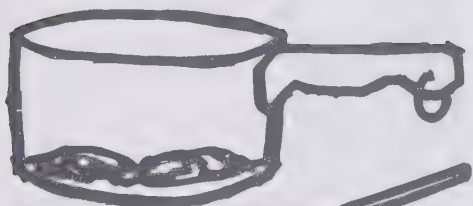


Vegetables turn dark gray.



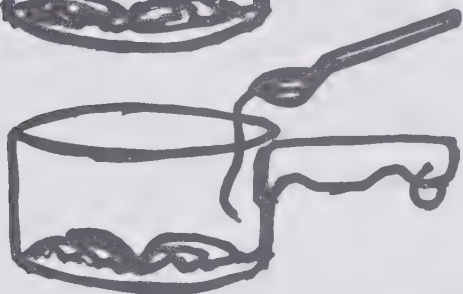
Vegetables get soft and mushy.

# How to Cook Red Vegetables

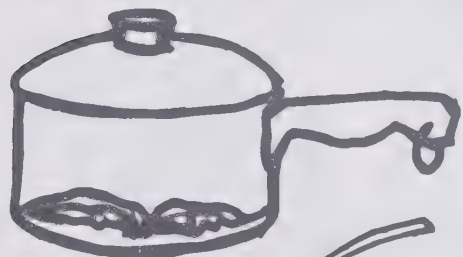


Use small amount of salted water and simmer.

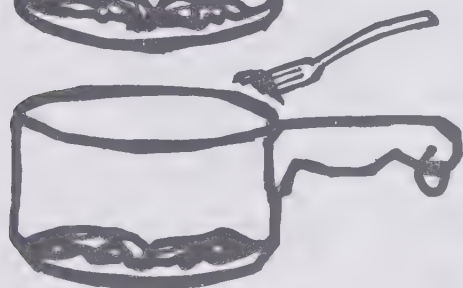
\* Cover beets with water.



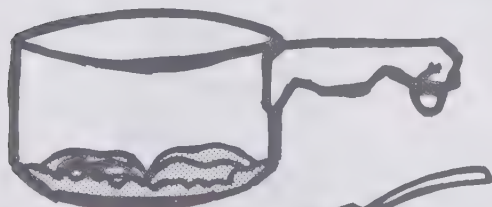
In hard water areas, add a small amount of vinegar or lemon juice to prevent discoloration.



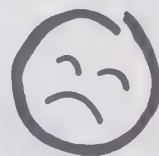
Use tight-fitting lid.



Cook only until fork tender.



## Signs of Overcooking



Vegetables turn pale red or blue-red.



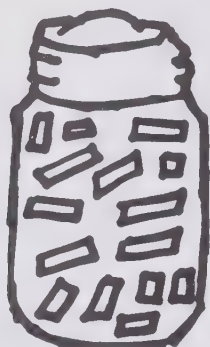
Vegetables get soft and mushy.



# Telltale Signs of Spoilage

VM-42

Before-opening a jar of home-canned food, look for...



Bulging Lid



Leakage

After opening a jar of home-canned food, look for....



Mold



Fermentation



Strange Odor



Spurting Liquid

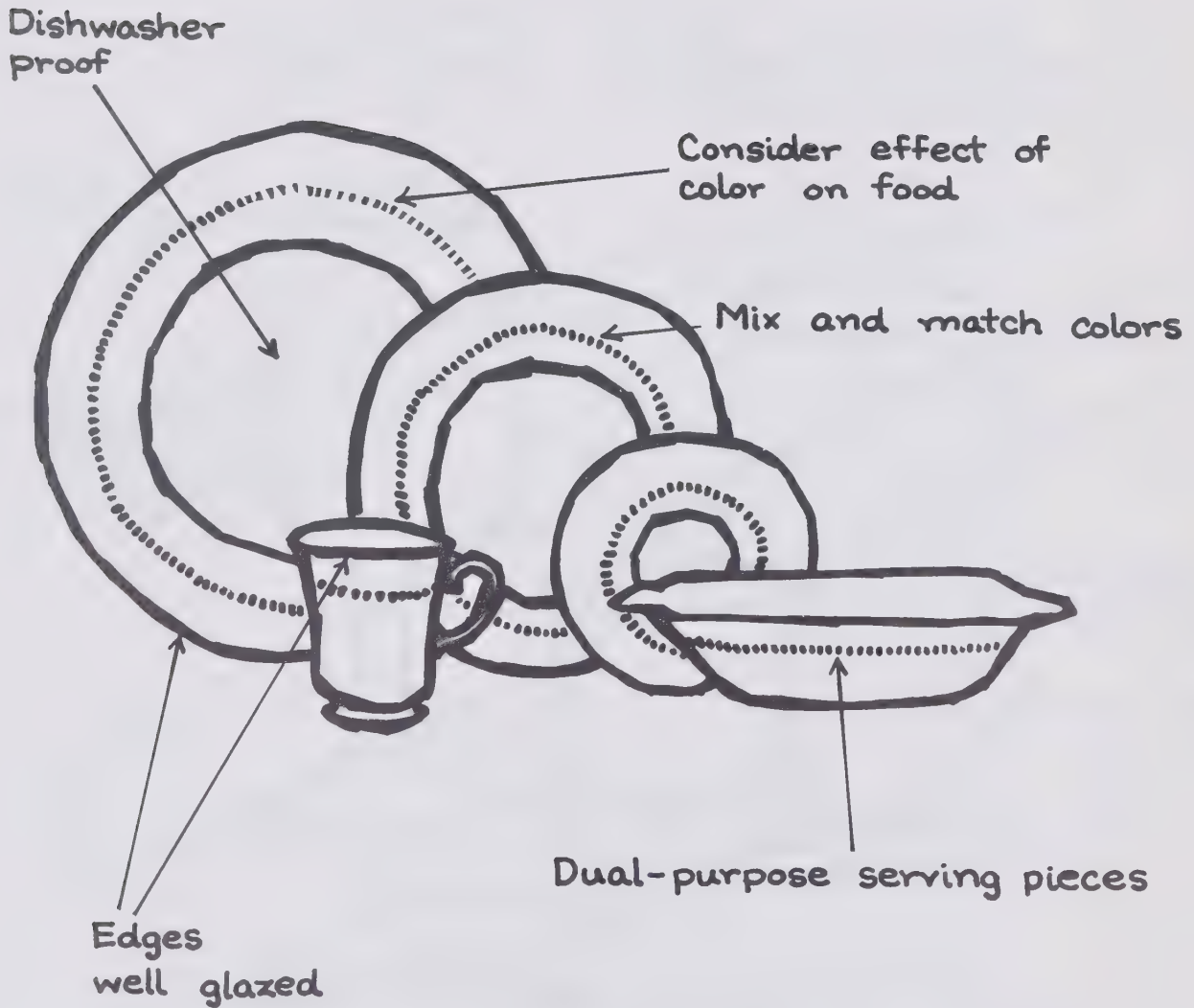


Food Mushy

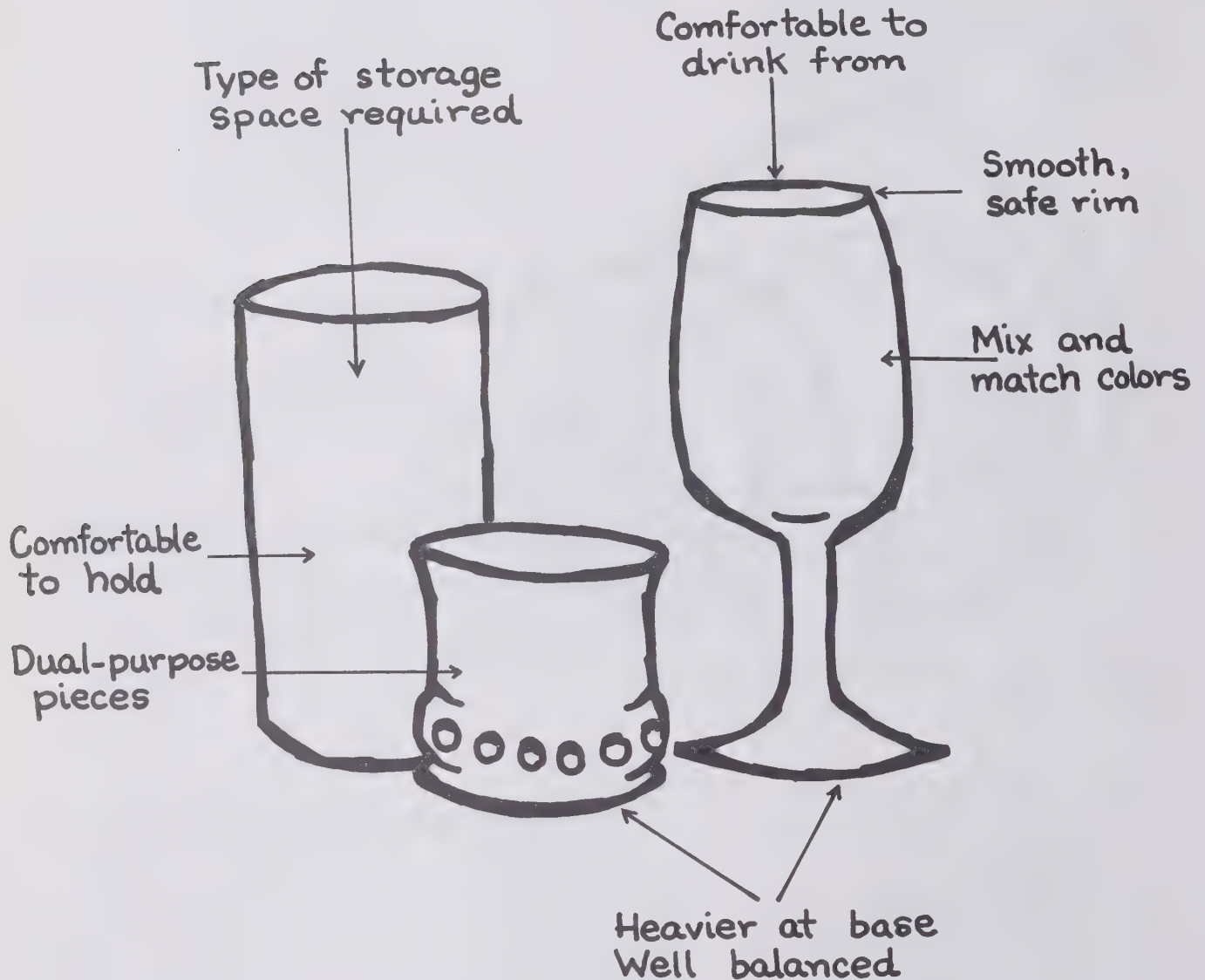


Cloudy

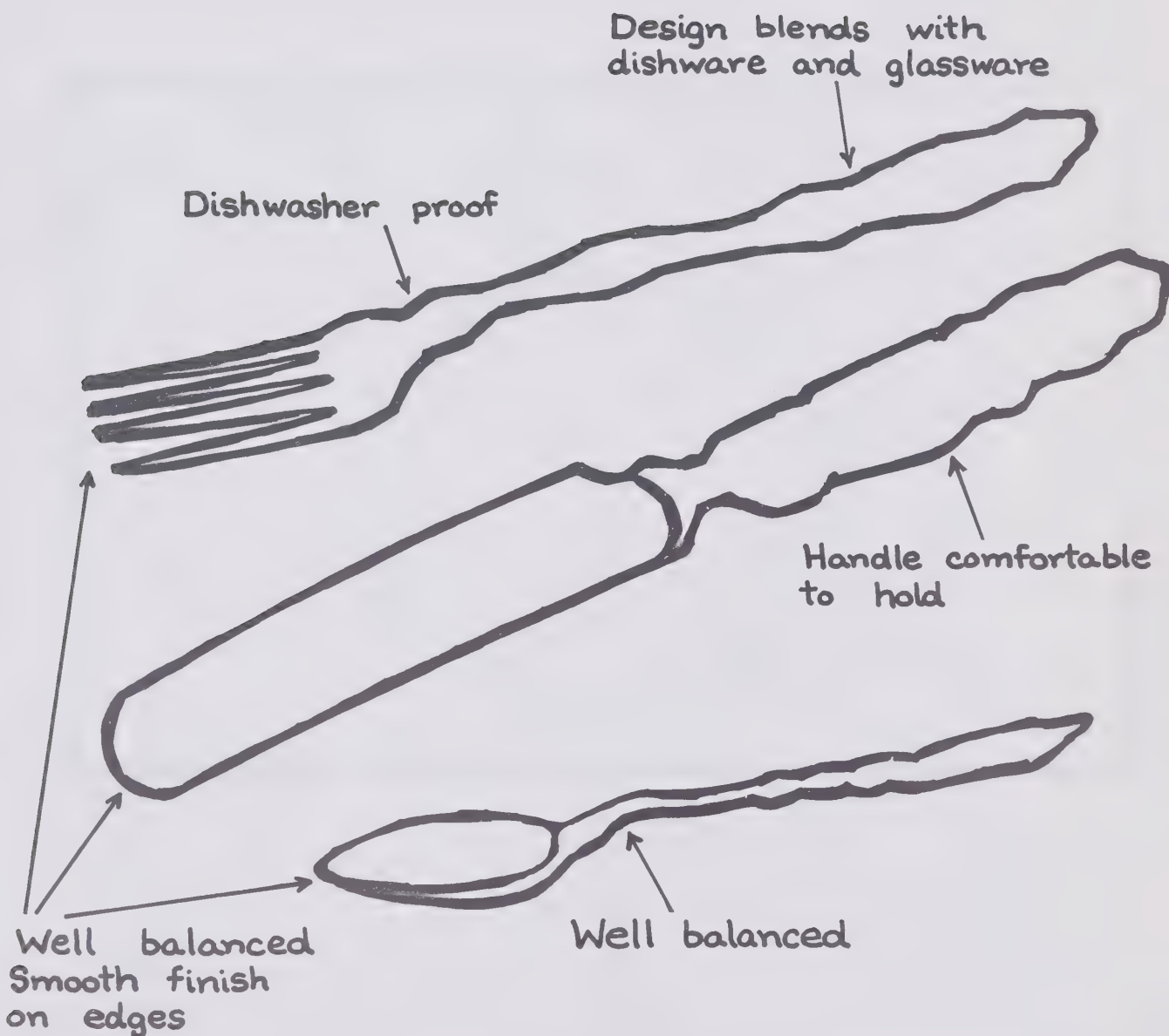
# How To Buy Dinnerware



# How To Buy Glassware

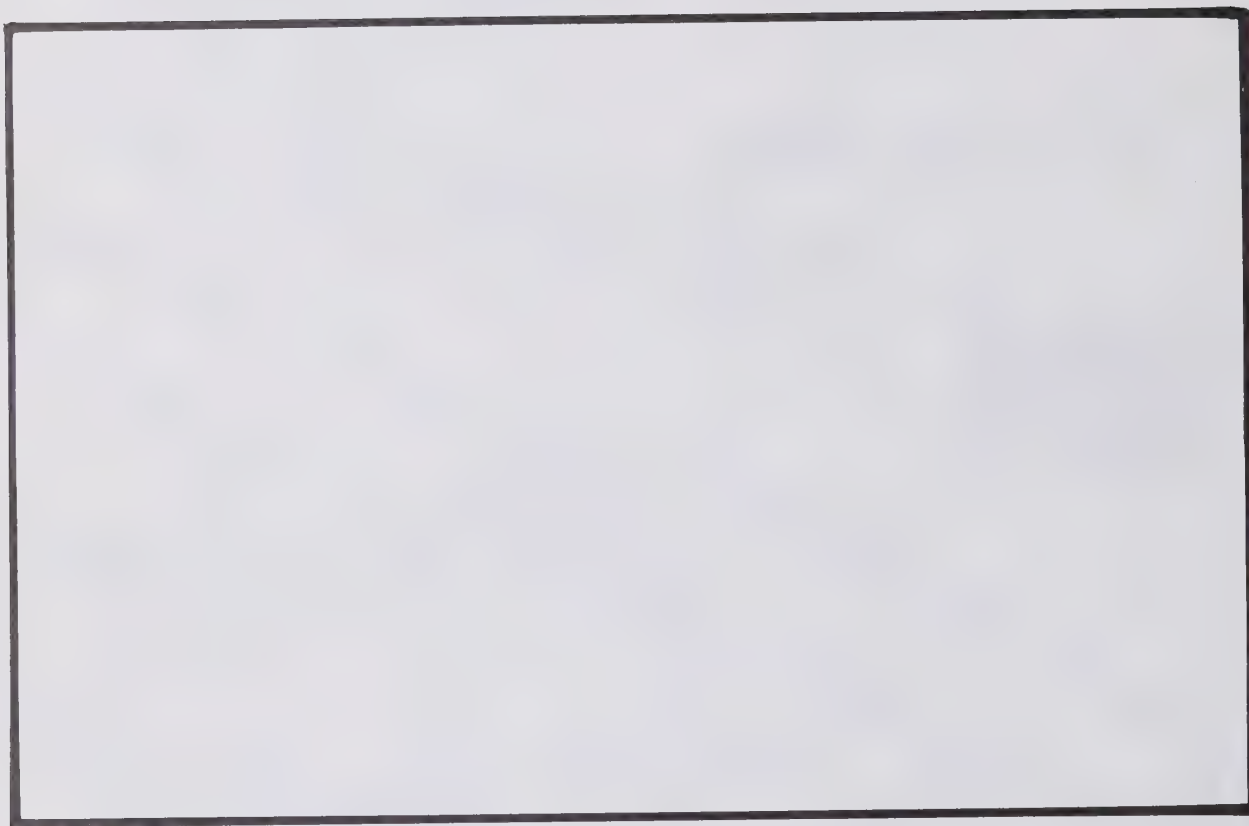


# How To Buy Flatware





# Setting the Table



























**VM-46L**









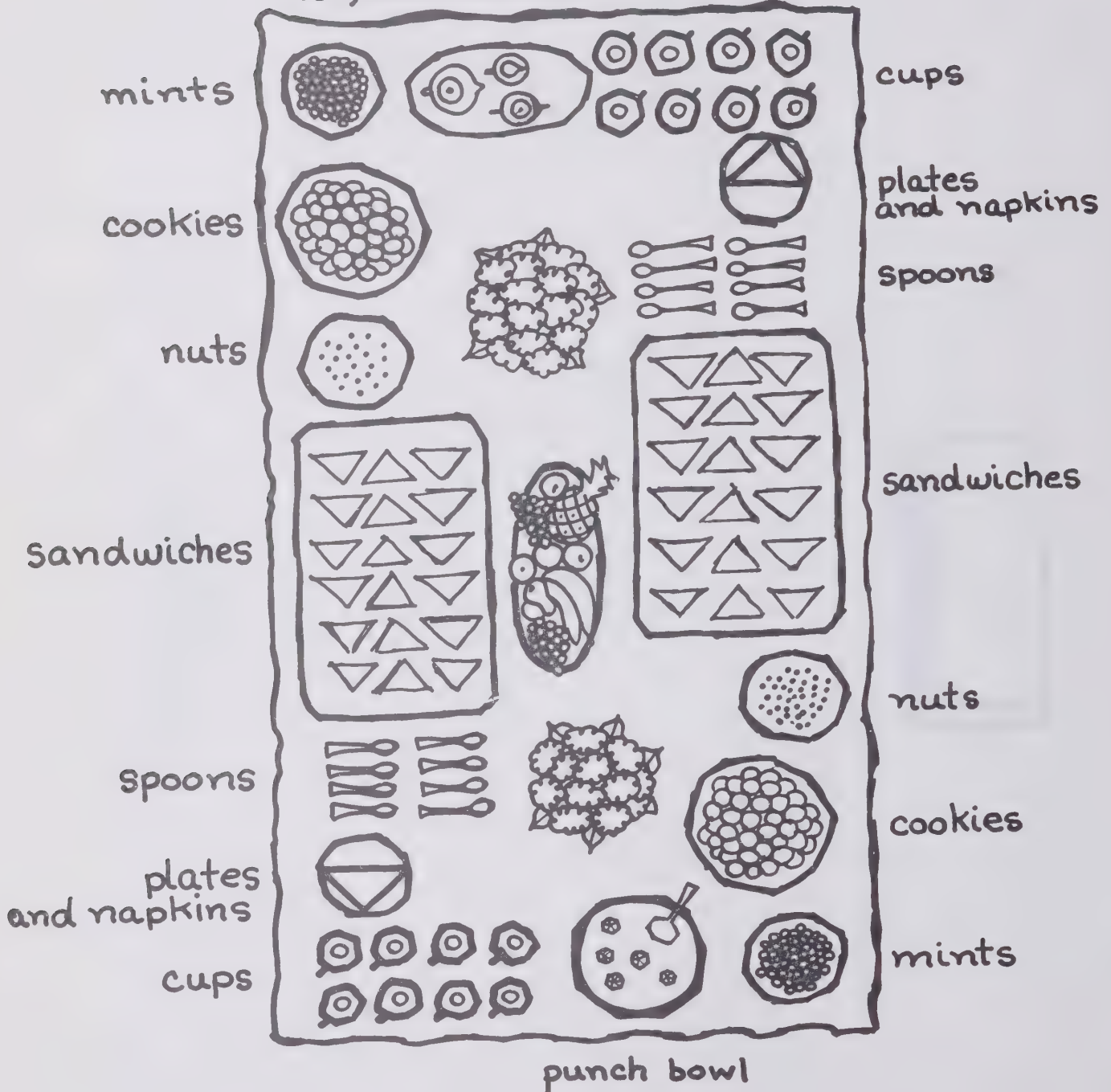






# Reception Table

coffee, cream, and sugar or  
tea, lemon slices, cream, and sugar



# Handout Masters

- H-1a, b, c** *How To Buy Fresh Fruits.* Chart gives qualities to look for in many different fruits.
- H-2a, b, c** *How To Buy Fresh Vegetables.* Chart shows qualities to look for when buying different kinds of vegetables.
- H-3** *Common Can Sizes.* Chart describes different can sizes.
- H-4** *How To Buy Variety Meats.* Chart gives quantities of variety meats to buy.
- H-5** *How Long Can You Store Frozen Foods?* Chart shows recommended storage times for frozen foods.
- H-6** *How To Make Food Substitutions.* How some foods can be substituted for others in food preparation.
- H-7** *How Foods Change in Volume When Prepared.* Yields when foods are cooked, chopped, or shredded.
- H-8** *How To Read Electric and Gas Meters.* Step-by-step directions for reading meters.
- H-9** *How To Read Electric and Gas Utility Bills.* Step-by-step directions for reading utility bills.
- H-10** *How To Grow Your Own Vegetables.* Directions for increasing food supply and saving money by growing vegetables, whether in a small garden plot or in window boxes or pots.
- H-11** *How To Frost a Layer Cake.* Step-by-step directions for frosting a cake.
- H-12** *How To Make a Pie.* Step-by-step directions for rolling and fitting crust for two-crust pie and shell and lattice crust.
- H-13** *How To Shape a Loaf of Bread.* Directions for shaping a loaf of bread.
- H-14** *How To Shape Rolls.* Directions for making four different kinds of rolls—cloverleaf, fan-tan, crescent, and sailor's knots.
- H-15** *Score Card for Shortened Cakes.*
- H-16** *Score Card for Unshortened Cakes.*
- H-17** *Score Card for Cookies.*
- H-18** *Score Card for Pies and Tarts.*
- H-19** *Score Card for Muffins and Quick Breads.*
- H-20** *Score Card for Biscuits.*
- H-21** *Score Card for Yeast Breads and Rolls.*
- H-22** *Problem Solvers for Shortened Cakes.*
- H-23** *Problem Solvers for Unshortened Cakes.*
- H-24** *Problem Solvers for Cookies.*
- H-25** *Problem Solvers for Pies and Tarts.*
- H-26** *Problem Solvers for Muffins and Quick Breads.*
- H-27** *Problem Solvers for Biscuits.*
- H-28** *Problem Solvers for Yeast Breads.*
- H-29** *How To Cook Fruit.* Information on different methods that can be used to cook fruit.
- H-30** *Timetable for Cooking Fresh Vegetables in Liquid.* Chart shows length of time to cook different vegetables.
- H-31** *Score Card for Vegetables Cooked in Liquid.*
- H-32** *Different Methods for Cooking Vegetables.* Information on cooking vegetables by methods other than cooking in liquid.
- H-33** *Spices and Herbs for Cooking Vegetables.* Guide to spices and herbs for cooking vegetables.
- H-34** *Cooking Guide for Dry Beans, Peas, Lentils.* Cooking times for dried legumes.
- H-35** *How To Unmold a Gelatin Salad.* Directions for unmolding a gelatin salad.
- H-36** *How To Broil and Roast Meat.* Information on broiling and roasting meat.
- H-37** *Timetable for Cooking Variety Meats.* Chart gives times and temperatures for cooking variety meats.
- H-38** *Timetable for Broiling Meat.* Chart gives broiling times for meat.
- H-39** *Timetable for Roasting Meat.* Chart gives roasting times and temperatures for meat.
- H-40** *Score Card for Roast Meat.*
- H-41** *Score Card for Meat Cooked with Moist Heat or in Liquid.*
- H-42** *How To Roast and Broil Poultry.* Directions for roasting and broiling poultry.
- H-43** *Timetable for Roasting Poultry.* Chart gives roasting times and temperatures for poultry.
- H-44** *Score Card for Roast Poultry.*
- H-45** *Timetable for Cooking Fish.* Chart gives cooking times and temperatures for fish.
- H-46** *Score Card for Fish Cooked in Dry Heat.*
- H-47** *How To Cook Eggs.* Directions for different methods of cooking eggs.
- H-48** *How To Separate Eggs.* Step-by-step directions for separating eggs.
- H-49** *How To Select Fruits and Vegetables for Preserving.* General guidelines for selecting produce for preserving.
- H-50** *How To Blanch Vegetables for Freezing.* Directions for blanching vegetables.
- H-51** *Timetable for Blanching Vegetables in Water.* Chart gives blanching times for vegetables.
- H-52** *How To Freeze Fresh Fruit.* Directions for freezing fruit.
- H-53** *How To Can Fruits and Vegetables.* General directions for canning.
- H-54** *Amounts of Food To Buy for Canning.* Chart gives food amounts to buy for certain yields in canning.
- H-55** *Timetable for Boiling Hot Water Bath.* Chart

gives times and temperature for processing food in boiling hot water bath.

**H-56** *Timetable for Pressure Canner.* Chart gives temperature and times for processing canned food in pressure canner.

**H-57** *How To Make Jelly.* General instructions for making jelly.

**H-58** *How To Carve a Turkey.* Step-by-step directions for carving a turkey.

**H-59** *How To Carve a Blade Pot Roast.* Step-by-step directions for carving a blade pot roast.

**H-60** *How To Carve a Baked Whole Ham.* Step-by-step directions for carving a ham.

**H-61** *How To Carve a Pork Loin Roast.* Step-by-step directions for carving a pork loin roast.

**H-62** *Basic Herbs and Spices.* Lists very basic herbs and spices with which the student should become familiar before attempting to try others.

**H-63** *Application Blank for Employment.* Students can practice filling out an application blank.

## How To Buy Fresh Fruits (1)

Fruit and Time When Available	Description	Look for	Avoid
Apples All year	Eating raw: Delicious, Golden Delicious, McIntosh, Stayman, Jonathan, Winesap, Cortland. Cooking and Baking: McIntosh, Jonathan, Northern Spy, York, Golden Delicious, Rhode Island Greening, Wealthy, Stayman.	<ul style="list-style-type: none"> <li>• Good color, bright, sparkly.</li> <li>• Firm to touch.</li> <li>• Uniform shape, smooth skin.</li> <li>• Red apples—background color just slightly green.</li> </ul>	<ul style="list-style-type: none"> <li>• Bruises, decay.</li> <li>• Softness—means overripe, damage, or fruit has frozen and thawed.</li> <li>• Shrivelled.</li> <li>• Red apples—too green background color means immature.</li> </ul>
Bananas All year	Picked green; must ripen to full yellow color. Plantain—greenish banana; rough skin and many blemishes; starchy; used as vegetable in tropics in place of potato; never eaten raw. Select same as bananas.	<ul style="list-style-type: none"> <li>• Firm, plump.</li> <li>• Stage of ripeness: Green tips—full flavor not developed. Yellow speckled with brown—best eating quality.</li> </ul>	<ul style="list-style-type: none"> <li>• Bruises or splits.</li> <li>• Discoloration.</li> <li>• Dull, grayish, aged look—means bananas have been exposed to cold and will not ripen properly.</li> </ul>
Berries April–August	Blackberries, blueberries, boysenberries, gooseberries, raspberries, strawberries.	<ul style="list-style-type: none"> <li>• Firm, plump.</li> <li>• Full color for variety.</li> <li>• Only strawberries should have cap as a sign of maturity; all others should be free of hull.</li> </ul>	<ul style="list-style-type: none"> <li>• Strawberries without hulls.</li> <li>• Other berries with hulls—will be immature.</li> <li>• Mold.</li> <li>• Decay or damage.</li> </ul>
Cherries May–August	Bing—large, round, plump, deep mahogany color. Lambert—same color as Bing, but longer and heart-shaped.	<ul style="list-style-type: none"> <li>• Good color.</li> <li>• Good shape.</li> <li>• Firm.</li> <li>• Fresh.</li> </ul>	<ul style="list-style-type: none"> <li>• Soft or sticky—overripe.</li> <li>• Damage, decay—usually brown discoloration.</li> <li>• Hard with light color—immature.</li> </ul>
Grapefruit All year	White—light yellow pulp with tangy, tart-sweet flavor. Pink—slightly sweeter than white; pink pulp.	<ul style="list-style-type: none"> <li>• Firm, springy to touch.</li> <li>• Well-shaped, round.</li> <li>• Heavy for size.</li> </ul>	<ul style="list-style-type: none"> <li>• Softness, wilting, puffiness; loose skin.</li> <li>• Point at stem end—means thick skin.</li> <li>• Decay—soft, discolored areas.</li> </ul>
Grapes All year	Thompson seedless—white olive-shaped, small berries, sweet, seedless. Cardinals—dark red, large. Emperor—red, large. Tokay—red, large, round. Concord—blue.	<ul style="list-style-type: none"> <li>• Grapes firmly attached to stem.</li> <li>• Good color for variety.</li> <li>• Fresh.</li> <li>• Smooth skins.</li> <li>• Plump.</li> </ul>	<ul style="list-style-type: none"> <li>• Fruit falling off stem.</li> <li>• Sticky fruit—sign of damage, decay.</li> <li>• Discoloration.</li> </ul>
Lemons, limes All year	Lemons—bright yellow, tart. Limes—green (Persian or Tahitian variety) or yellow (Key limes); tart.	<ul style="list-style-type: none"> <li>• Glossy skin.</li> <li>• Rich color.</li> <li>• Firm.</li> <li>• Heavy weight for size.</li> </ul>	<ul style="list-style-type: none"> <li>• Dull, dry, coarse, or rough skin.</li> <li>• Decay or damage.</li> </ul>



## How To Buy Fresh Fruits (2)

Fruit and Time When Available	Description	Look for	Avoid
Mangos May–August	Tropical fruit; green with yellow to red; round to oval; weight $\frac{1}{2}$ –1 lb.; flavor between apricot and pineapple.	<ul style="list-style-type: none"> <li>• Good color.</li> <li>• Firm but allow to ripen till very soft.</li> </ul>	<ul style="list-style-type: none"> <li>• Wilting.</li> <li>• Gray discoloration of skin.</li> <li>• Pitting, black spots, decay.</li> </ul>
Melons Seasons vary. See next column.	Buy only ripe melons. If firm, soften them at room temperature. Unripe melons will never develop full flavor. <i>Cantaloupes</i> —May–September.	<ul style="list-style-type: none"> <li>• Smooth shallow base where stem was.</li> <li>• Thick, coarse veining that stands out over at least part of surface.</li> <li>• Yellow or gray skin between netting.</li> <li>• Should yield slightly to thumb pressure on blossom end.</li> </ul>	<ul style="list-style-type: none"> <li>• Part of stem left on—means immaturity.</li> <li>• Green skin between netting.</li> <li>• Excess rattling of seed when shaken—overripe.</li> <li>• Softness, deep yellow color—overripe.</li> <li>• Large bruised areas or mold.</li> </ul>
	<i>Casaba</i> —July–November; large, round, heavy; yellow when ripe; tough rind marked with deep ridges; sweet and juicy; has no aroma.	<ul style="list-style-type: none"> <li>• Good color.</li> <li>• Slight softening at stem end.</li> <li>• Stem does not separate from melon; must be cut for harvesting and left on.</li> </ul>	<ul style="list-style-type: none"> <li>• Green color.</li> <li>• Decay or damage.</li> <li>• Lack of stem.</li> </ul>
	<i>Crenshaw</i> —July–October; large melon with distinctive shape; rounded at blossom end and pointed at stem end; weight 7–9 pounds (3.2–4 kg); gold and green rind, smooth with no netting; pale orange flesh, thick, juicy.	<ul style="list-style-type: none"> <li>• Deep golden yellow rind with perhaps small areas of yellow.</li> <li>• Surface, especially blossom end, should yield to slight thumb pressure.</li> </ul>	<ul style="list-style-type: none"> <li>• Slightly sunken, watersoaked spots—signs of decay.</li> <li>• Dark green color.</li> <li>• Small size.</li> </ul>
	<i>Honeydew</i> —February–October; large, smooth-skinned; oval; some traces of netting; green flesh; outstanding sweet flavor; stem does not separate from fruit and must be cut for harvesting.	<ul style="list-style-type: none"> <li>• Large size—6–7 inches (15–18 cm) in diameter; 5–8 pounds (2.3–3.6 kg).</li> <li>• Soft, velvety feel.</li> <li>• Slight softening at blossom end.</li> <li>• Distinct, pleasant fragrance.</li> <li>• Yellowish white to creamy color.</li> </ul>	<ul style="list-style-type: none"> <li>• Small size.</li> <li>• Dead-white or greenish-white color.</li> <li>• Hard, smooth feel—immature.</li> <li>• Large, watersoaked, bruised areas, cuts, punctures.</li> </ul>
Oranges All year	<p><i>Navel</i>—seedless, easy to peel and eat out of hand.</p> <p><i>Valencia</i>—good for juice and as sections; deep color; few seeds; thin skins.</p> <p><i>Tangerine</i>—deep color; distinctive flavor; easy to peel.</p> <p><i>Tangelo</i>—cross between tangerine and grapefruit; sweet flavor; tender.</p> <p><i>Temple</i>—rich flavor; easy to peel.</p>	<ul style="list-style-type: none"> <li>• Good color; ignore greening.</li> <li>• Firm.</li> <li>• Heavy for size.</li> <li>• Reasonably smooth skin for variety.</li> <li>• Fresh and bright looking.</li> </ul>	<ul style="list-style-type: none"> <li>• Lightweight—lack juice.</li> <li>• Puffiness, sponginess.</li> <li>• Unusually rough skin—means thick skin, less flesh.</li> <li>• Damage, decay, discoloration, soft areas especially around stem end or button.</li> </ul>



## How To Buy Fresh Fruits (3)

Fruit and Time When Available	Description	Look for	Avoid
Papayas May–June	Tropical fruit; shaped like a pear; yellowish with small amounts of green.	<ul style="list-style-type: none"> <li>Moderate size.</li> <li>Well colored with yellow.</li> <li>Smooth skin.</li> </ul>	<ul style="list-style-type: none"> <li>Large size—poor flavor.</li> <li>Large green areas.</li> <li>Shriveling, bruises, damage, decay.</li> </ul>
Peaches June–September	Freestone—fruit can be easily separated from pit; preferred for eating raw or freezing. Clingstone—fruit sticks tightly to pit; sold mainly for canning.	<ul style="list-style-type: none"> <li>Firm or slightly soft.</li> <li>Yellow creamy color between red areas.</li> </ul>	<ul style="list-style-type: none"> <li>Very firm or hard—immature.</li> <li>Green color.</li> <li>Bruises or decay.</li> <li>Overripe, too soft.</li> </ul>
Pears August–March	Bartlett—summer pear; bellshaped; pale to rich yellow. Bosc—long tapering neck; dark yellow skin overlaid with brown russet; sweet, juicy. Anjou—yellow to green color; sweet, spicy flavor. Comice—large, almost round; yellow with some red; juicy.	<ul style="list-style-type: none"> <li>Color typical of variety.</li> <li>Firm texture, but not unusually hard.</li> </ul>	<ul style="list-style-type: none"> <li>Wilting, shriveling, softness, dull skin—immature, will never ripen.</li> <li>Dark spots on side or blossom ends—means hard corky tissue may be underneath.</li> </ul>
Pineapple March–September	Pineapple cannot ripen after it is picked; growers test sugar content to decide when pineapple is ripe enough to pick; the ease with which leaves pull out is no sign of quality.	<ul style="list-style-type: none"> <li>Large.</li> <li>Plump.</li> <li>Fresh-looking.</li> <li>Fresh, deep-green leaves.</li> <li>Pleasant fragrance.</li> </ul>	<ul style="list-style-type: none"> <li>Brown leaves or other signs of dryness.</li> <li>Discolored or soft spots.</li> <li>Slight decay at base or on sides with dark, soft, watery spots.</li> </ul>
Plums, Prunes June–September	Plums—many varieties; color ranges from yellow to purple. Prunes—blue-black; oval; firm; good for eating and cooking.	<ul style="list-style-type: none"> <li>Good color for variety.</li> <li>Firm to slightly soft.</li> </ul>	<ul style="list-style-type: none"> <li>Skin breaks.</li> <li>Brownish discoloration.</li> <li>Immature—hard, poor color, green.</li> <li>Excessively soft, leaking, decay.</li> </ul>
Watermelon May–September	Best way to judge is to cut it. When you buy whole one, first look for a cut one that has good quality signs; try to find a whole one to match its outside appearance. Thumping a melon proves nothing.	<p>Cut melon:</p> <ul style="list-style-type: none"> <li>Firm juicy flesh.</li> <li>Good red color.</li> <li>Dark brown or black seeds.</li> </ul> <p>Whole melon:</p> <ul style="list-style-type: none"> <li>Firm, symmetrical.</li> <li>Creamy color on underside.</li> <li>Ends rounded out.</li> </ul>	<p>Cut melon:</p> <ul style="list-style-type: none"> <li>Pale-colored flesh.</li> <li>White streaks and whitish seeds—immature.</li> <li>Dry, mealy, watery—overmature.</li> </ul> <p>Whole melon:</p> <ul style="list-style-type: none"> <li>White or pale green underside.</li> <li>Very hard to the touch.</li> </ul>

### Variety Fruits

*Kiwi Fruit*—from New Zealand; sold June–March; 2½–3½ inches (6.2–9.6 cm) long. Light brown, furry appearance; long, with tender soft skin. Inside texture similar to gooseberry; should be soft as a pear for eating. Good source of vitamin C.

*Ugli Fruit*—native to Jamaica; named because of appearance. About size of grapefruit; extremely rough peel, badly disfigured with blemishes. Mature has orange color with blotches of light green. Juicy, orange-like flavor. Use and store as other citrus.



## How To Buy Fresh Vegetables (I)

Vegetable and Time When Available	Description	Look for	Avoid
Beans, Green or Wax May–August	Green or yellow pods containing beans.	<ul style="list-style-type: none"> <li>• Fresh and good color</li> <li>• Break with a snap.</li> <li>• Immature seeds.</li> </ul>	<ul style="list-style-type: none"> <li>• Scars, discoloration.</li> <li>• Strings in pod.</li> <li>• Mature seeds.</li> </ul>
Beets All year	Deep-red root with deep-green leaves; often sold without leaves; use greens as soon as possible.	<ul style="list-style-type: none"> <li>• Good round shape.</li> <li>• Deep-red, rich color.</li> <li>• Smooth, firm.</li> <li>• Small or medium size.</li> </ul>	<ul style="list-style-type: none"> <li>• Beet tops unless you plan to use them.</li> <li>• Large size.</li> <li>• Flabby, rough, or shriveled.</li> </ul>
Broccoli October–May	Member of cabbage family; deep-green flower buds, leaves, and stems.	<ul style="list-style-type: none"> <li>• Firm, compact cluster of closed small flower buds.</li> <li>• Color dark, sage, or purple green, depending on variety.</li> <li>• Medium-size stems.</li> </ul>	<ul style="list-style-type: none"> <li>• Open buds or clusters.</li> <li>• Yellowish green color.</li> <li>• Wilting.</li> <li>• Very thick stems.</li> <li>• Soft, slippery, water-soaked spots—decay.</li> </ul>
Cabbage All year	Closely packed head of leaves; strong flavor. Three types: smooth-leaved green cabbage, crinkly leaved green Savoy, and red cabbage.	<ul style="list-style-type: none"> <li>• Solid heads.</li> <li>• Heavy in relation to size.</li> <li>• Green outer leaves (except red cabbage).</li> </ul>	<ul style="list-style-type: none"> <li>• Wilting, drying.</li> <li>• Discoloration, decay.</li> <li>• Worm holes.</li> <li>• Separation of leaf stems from central stem.</li> </ul>
Carrots All year	Orange-colored roots; sugar changes to starch as carrots mature; usually sold without tops in plastic bags.	<ul style="list-style-type: none"> <li>• Bright orange color.</li> <li>• Well formed.</li> <li>• Smooth.</li> <li>• Firm.</li> </ul>	<ul style="list-style-type: none"> <li>• Large green “sunburned” areas which must be trimmed.</li> <li>• Wilting.</li> <li>• Decay.</li> </ul>
Cauliflower All year	Head of tight white clusters of flowers; sometimes head surrounded by heavy ribbed leaves.	<ul style="list-style-type: none"> <li>• White or creamy color.</li> <li>• Compact, solid.</li> <li>• Clean.</li> <li>• Good green color if leaves attached.</li> </ul>	<ul style="list-style-type: none"> <li>• Flowers spread out—overmature.</li> <li>• Wilting.</li> <li>• Discolored spots.</li> </ul>
Celery All year	Stalk with leaves often attached. <i>Pascal</i> —thick-branched, green. <i>Golden Heart</i> —white. <i>Hearts</i> —tender center stalks only.	<ul style="list-style-type: none"> <li>• Fresh and crisp.</li> <li>• Solid, rigid feel.</li> <li>• Fresh leaves.</li> <li>• Good color.</li> <li>• Glossy surface.</li> </ul>	<ul style="list-style-type: none"> <li>• Wilting, flabbiness.</li> <li>• Discoloration.</li> <li>• Insect damage.</li> <li>• Rough, puffy, hollow.</li> </ul>
Corn May–September	Yellow or white. Corn must be refrigerated as soon as it is picked. If it is left warm, sugar changes to starch in short time. Local corn bought from roadside stands may not be refrigerated.	<ul style="list-style-type: none"> <li>• Cold.</li> <li>• Fresh, green husks.</li> <li>• Silk ends free of decay or worm damage.</li> <li>• Plump kernels, evenly spaced.</li> </ul>	<ul style="list-style-type: none"> <li>• Warm.</li> <li>• Dried, yellow, wilted husks or stem ends.</li> <li>• Small, light-colored kernels.</li> <li>• Very large dark yellow kernels.</li> </ul>

## How To Buy Fresh Vegetables (2)

Vegetable and Time When Available	Description	Look for	Avoid
Cucumbers All year	Dark-green outer skin.	<ul style="list-style-type: none"> <li>• Firm.</li> <li>• Fresh.</li> <li>• Good green color.</li> </ul>	<ul style="list-style-type: none"> <li>• Yellow color or dull green—overmature.</li> <li>• Very large.</li> <li>• Puffiness, withering, shriveling, softness.</li> </ul>
Eggplant All year	Pear-shaped; dark purple skin.	<ul style="list-style-type: none"> <li>• Firm.</li> <li>• Smooth skin.</li> <li>• Good color.</li> <li>• Medium size—3–6 inches (8.6–15 cm) in diameter.</li> <li>• Heavy for size.</li> </ul>	<ul style="list-style-type: none"> <li>• Damage.</li> <li>• Decay.</li> <li>• Wilting, shriveling.</li> <li>• Softness.</li> <li>• Poor color, some green.</li> <li>• Very large ones.</li> </ul>
Greens, Cooking All year	Spinach, kale, collard, turnip, beet, chard, mustard, dandelion, sorrel.	<ul style="list-style-type: none"> <li>• Cold and moist.</li> <li>• Fresh, young, tender leaves.</li> <li>• Good color.</li> <li>• Good condition.</li> </ul>	<ul style="list-style-type: none"> <li>• Warm, dry, wilting.</li> <li>• Yellowing, decay, or dirt.</li> <li>• Coarse, fibrous stems.</li> <li>• Insect damage.</li> </ul>
Greens, Salad All year	Chicory, dandelion, endive, escarole, watercress, green onions, lettuce: iceberg, butterhead, romaine, and leaf.	<ul style="list-style-type: none"> <li>• Cold and moist.</li> <li>• Some have crisp leaves and some have soft, but none wilted.</li> <li>• Good color for variety.</li> </ul>	<ul style="list-style-type: none"> <li>• Warm, wilted.</li> <li>• Lack of color; poorly developed.</li> <li>• Discoloration.</li> <li>• Damage.</li> </ul>
Okra May–October	Seed pod of okra plant.	<ul style="list-style-type: none"> <li>• Fresh, clean.</li> <li>• Young, tender; should snap easily.</li> <li>• Medium size—2–4 inches (5–10 cm) long.</li> <li>• Bright green color.</li> </ul>	<ul style="list-style-type: none"> <li>• Dull, dry pods.</li> <li>• Shriveled.</li> <li>• Discoloration or blemishes.</li> <li>• Tips stiff, will not bend.</li> </ul>
Onions, Dry All year	Yellow, white, or red; flat, round, or oval; medium or strong flavor. Spanish: round large; yellow or white; mild flavor; good for slicing and eating raw.	<ul style="list-style-type: none"> <li>• Hard.</li> <li>• Dry skins that crackle.</li> <li>• Bright, clean.</li> <li>• Well shaped with small necks.</li> <li>• Good color.</li> </ul>	<ul style="list-style-type: none"> <li>• Green sunburn spots.</li> <li>• Thick, tough woody stem.</li> <li>• Fresh sprouts.</li> <li>• Moisture or soft necks.</li> </ul>
Peppers All year	Mild or sweet or hot; green or red.	<ul style="list-style-type: none"> <li>• Good shape.</li> <li>• Thick wall.</li> <li>• Firm.</li> <li>• Good glossy color.</li> <li>• Heavy for size.</li> </ul>	<ul style="list-style-type: none"> <li>• Lightweight, flimsy.</li> <li>• Pale color.</li> <li>• Sunken blister-like spots.</li> <li>• Wilted, shriveled.</li> <li>• Damage.</li> </ul>

## How To Buy Fresh Vegetables (3)

Vegetable and Time When Available	Description	Look for	Avoid
Potatoes All year	White, red, or russet (brown netted skin); New—outer layer of skin has thin, flaky appearance; best for boiling and creaming. <i>General purpose</i> —round or long; good for cooking. <i>Baking</i> —russet most popular; long shape.	<ul style="list-style-type: none"> <li>• Smooth.</li> <li>• Well shaped.</li> <li>• Firm.</li> <li>• Some skinned surface normal for new potatoes.</li> </ul>	<ul style="list-style-type: none"> <li>• Sunburn—green discoloration under skin, causes bitter flavor.</li> <li>• Excess skinning in new potatoes; any skinning in others.</li> <li>• Damage or decay.</li> <li>• Deformed shapes.</li> </ul>
Radishes All year	Red or white, round or long; may be sold with tops during peak of season in summer.	<ul style="list-style-type: none"> <li>• Medium size—1 inch (2.5 cm) in diameter.</li> <li>• Good shape and color.</li> <li>• Firm, crisp, clean.</li> <li>• Fresh, green tops.</li> </ul>	<ul style="list-style-type: none"> <li>• Large size.</li> <li>• Damage.</li> <li>• Spongy, wilted.</li> <li>• Yellow or decayed tops.</li> </ul>
Squash All year	<p><i>Soft-shelled</i>—yellow crookneck; green zucchini; yellow straightneck; greenish-white pattypan; green cocozelle; tender skin and soft seeds are edible.</p> <p><i>Hard-shelled</i>—dark-green acorn; yellow buttercup, butternut, banana; green and blue Hubbard; green and gold Delicious; can be large or small.</p>	<p><i>Soft-shelled</i></p> <ul style="list-style-type: none"> <li>• Well developed.</li> <li>• Good color.</li> <li>• Glossy skin.</li> <li>• Firm but not hard.</li> <li>• Heavy in relation to size.</li> </ul> <p><i>Hard-shelled</i></p> <ul style="list-style-type: none"> <li>• Hard, tough rind.</li> <li>• Heavy for size.</li> </ul>	<p><i>Soft-shelled</i></p> <ul style="list-style-type: none"> <li>• Dull appearance; hard, tough surface—overmature.</li> <li>• Cuts, bruises, soft spots.</li> </ul> <p><i>Hard-shelled</i></p> <ul style="list-style-type: none"> <li>• Sunken spots, mold, damage.</li> <li>• Soft rind.</li> </ul>
Tomatoes Year round; most plentiful in summer	Bright red, round. If unripe, allow to ripen at room temperature. <i>Cherry tomatoes</i> —small variety, 1½ inches (3.8 cm) in diameter; usually packed in small containers.	<ul style="list-style-type: none"> <li>• Firm texture.</li> <li>• Good shape.</li> <li>• Good color.</li> <li>• Smooth surface.</li> </ul>	<ul style="list-style-type: none"> <li>• Very soft—overripe.</li> <li>• Bruises.</li> <li>• Deep cracks around stem end.</li> <li>• Decay, mold.</li> </ul>
Turnips Year round	<p><i>Turnip</i>—White flesh; upper surface red-dish-purple.</p> <p><i>Rutabagas</i>—yellow flesh; large size; fall and winter. Sometimes coated with thin layer of paraffin to prevent shriveling. Paraffin peels off easily.</p>	<ul style="list-style-type: none"> <li>• Smooth, firm.</li> <li>• Good shape.</li> <li>• Turnips—medium size.</li> <li>• Rutabagas—heavy for size.</li> </ul>	<ul style="list-style-type: none"> <li>• Large turnips.</li> <li>• Damage, decay.</li> <li>• Discoloration.</li> </ul>



## Common Can Sizes

Size and No.	Product	Weight	Volume
8 oz., called buffet	Fruits, vegetables, specialties for single persons, small families; 2 servings.	227 g [8 oz.]	240 ml [1 cup]
Picnic can	Condensed soups, some fruits and vegetables, meat and fish, specialties; 3 servings.	298-240 g [10½-12 oz.]	300 ml [1¼ cups]
12 oz. vacuum can	Mostly for vacuum-packed corn; 3 to 4 servings.	340 g [12 oz.]	360 ml [1½ cups]
No. 300, called "1-pound" can	Pork and beans, baked beans, meat products, cranberry sauce, specialties; 3 to 4 servings.	397-454 g [14-16 oz.]	420 ml [1¾ cups]
No. 303, called "16" or "17" oz. can or jar	Principal size for fruits and vegetables; some meat products, ready-to-serve soups, specialties; 4 servings.	454-482 g [16-17 oz.]	480 ml [2 cups]
No. 2	Juices, fruits, a few vegetables, specialties; 5 servings.	567 g [1 lb. 4 oz.] or 532 ml [1 pt. 2 fl. oz.]	600 ml [2½ cups]
No. 2½	Fruits, some vegetables; 7 servings	823 g [1 lb. 13 oz.]	840 ml [3½ cups]
46 fl. oz.	Fruit and vegetable juices; whole chicken; pork and beans; 10-12 servings.	1.45 kg [3 lb. 3 oz.] or 1.4 l [1 qt. 14 fl. oz.]	1.4 l [5¾ cups]
No. 10	Institutional size for fruits, vegetables; 25 servings.	2.9-3 kg [6½-6¾ lbs.]	2.9-3.1 l [12-13 cups]

Adapted from National Canners Association

## How To Buy Variety Meats

Kinds	Description	Amount To Buy	
		Average Weight	No. of Servings
Liver (beef, veal, pork, lamb)	Veal, lamb, and pork livers are more tender than beef. Veal and lamb are milder in flavor than pork and beef.	beef—4.5 kg [10 lb.] veal—1.1 kg [2½ lb.] pork—1.4 kg [3 lb.] lamb—0.45 kg [1 lb.]	0.45 kg [1 lb.] serves 4
Kidney (beef, veal, pork, lamb)	Veal, lamb, and pork kidneys are more tender than beef; also milder in flavor. Veal and lamb kidneys are sometimes cut with chops.	beef—0.45 kg [1 lb.] veal—340 g [ $\frac{3}{4}$ lb.] pork—113 g [ $\frac{1}{4}$ lb.] lamb—57 g [ $\frac{1}{8}$ lb.]	0.45 kg [1 lb.] serves 4
Heart (beef, veal, pork, lamb)	Beef heart is least tender, but all hearts must be made tender by proper cooking.	beef—1.8 kg [4 lb.] veal—227 g [ $\frac{1}{2}$ lb.] pork—227 g [ $\frac{1}{2}$ lb.] lamb—113 g [ $\frac{1}{4}$ lb.]	0.45 kg [1 lb.] serves 3–4
Tongue (beef, veal, pork, lamb)	May be bought fresh, pickled, corned, or smoked. Must be made tender by proper cooking. Pork and lamb usually sold ready to serve.	beef—1.7 kg [ $\frac{3}{4}$ lb.] veal—0.7 kg [ $\frac{1}{2}$ lb.] pork—340 g [ $\frac{3}{4}$ lb.] lamb—227 g [ $\frac{1}{2}$ lb.]	0.45 kg [1 lb.] serves 4
Tripe (beef)	Lining of the stomach. Comes plain and honeycombed, with honeycombed preferred. Available fresh, pickled, or canned; often precooked but needs additional cooking.	Plain—3.2 kg [7 lb.] Honeycomb—0.7 kg [ $\frac{1}{2}$ lb.]	0.45 kg [1 lb.] serves 4
Sweetbreads (beef, veal, lamb)	Thymus gland; tender and delicate flavor; considered a delicacy.	57 g [ $\frac{1}{8}$ lb.]	0.45 kg [1 lb.] serves 4
Brains (beef, veal, pork, lamb)	Very tender and delicate in flavor.	170 g [ $\frac{3}{8}$ lb.]	0.45 kg [1 lb.] serves 4

Adapted from National Live Stock and Meat Board

# HOW LONG CAN YOU STORE FROZEN FOODS?

(Store at  $-18^{\circ}\text{C}$  [ $0^{\circ}\text{F.}$ ] or lower)

Food	Months
<b>Fresh Meats</b>	
Beef and lamb roasts and steaks .....	8 to 12
Veal and pork roasts.....	4 to 8
Chops, cutlets.....	3 to 6
Variety meats.....	3 to 4
Ground beef, veal or lamb and stew meats .....	3 to 4
Ground pork.....	1 to 3
Sausage.....	1 to 2
<b>Cured, Smoked and Ready-To-Serve Meats</b>	
Ham—whole, half or sliced.....	1 to 2
Bacon, corned beef, frankfurters and wieners.....	Less than 1
Ready-to-eat luncheon meats .....	Freezing not recommended
<b>Cooked Meat</b>	
Cooked meat and meat dishes .....	2 to 3
<b>Fresh Poultry</b>	
Chicken and turkey .....	12
Duck and goose.....	6
Giblets.....	3
<b>Cooked Poultry</b>	
Cooked poultry dishes and cooked poultry slices or pieces covered with gravy or broth.....	6
Fried chicken.....	4
Sandwiches of poultry meat and cooked slices or pieces not covered with gravy or broth.....	1
<b>Fresh Fish</b> .....	6 to 9
<b>Commercially Frozen Fish</b>	
Shrimp and fillets of lean type fish.....	3 to 4
Clams, shucked, and cooked fish.....	3
Fillets of fatty type fish and crab meat.....	2 to 3
Oysters, shucked.....	1
<b>Fruits and Vegetables, most</b> .....	8 to 12
Home-frozen citrus fruits and juices.....	4 to 6
<b>Milk Products</b>	
Cheddar type cheese—one pound or less, not more than one inch thick .....	6 or less
Butter and margarine .....	2
Frozen milk desserts, commercial.....	1
<b>Prepared Foods</b>	
Cookies.....	6
Cakes, prebaked .....	4 to 9
Combination main dishes and fruit pies.....	3 to 6
Breads, prebaked and cake batters.....	3
Yeast bread dough and pie shells.....	1 to 2

Source: USDA, 1974.

## How To Make Food Substitutions

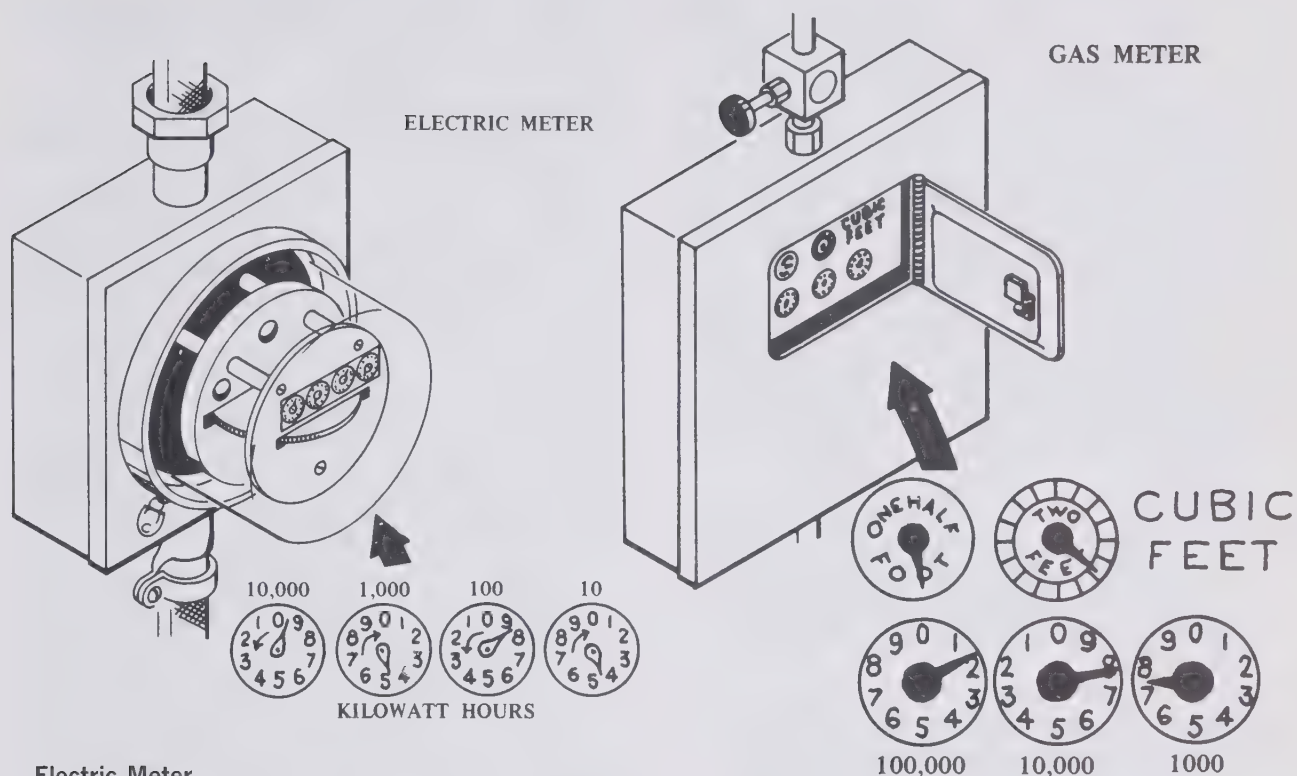
For	Use
240 ml [1 cup] sifted cake flour _____	240 ml [1 cup] minus 30 ml [2 tablespoons] sifted all-purpose flour
15 ml [1 tablespoon] cornstarch (for thickening) _____	30 ml [2 tablespoons] flour
5 ml [1 teaspoon] baking powder _____	1 ml [ $\frac{1}{4}$ teaspoon] soda plus 2.5 ml [ $\frac{1}{2}$ teaspoon] cream of tartar
1 whole egg _____	2 egg yolks plus 15 ml [1 tablespoon] water (for baking)
240 ml [1 cup] homogenized milk _____	120 ml [ $\frac{1}{2}$ cup] evaporated milk plus 120 ml [ $\frac{1}{2}$ cup] water
	or
	240 ml [1 cup] skim milk plus 30 ml [2 tablespoons] butter or margarine
240 ml [1 cup] sour or buttermilk _____	15 ml [1 tablespoon] lemon juice or vinegar plus homogenized milk to make 240 ml [1 cup]
1 square unsweetened chocolate (28 g) [1 ounce] _____	45 ml [3 tablespoons] cocoa plus 15 ml [1 tablespoon] margarine
240 ml [1 cup] honey _____	180 ml [ $\frac{3}{4}$ cup] sugar plus 60 ml [ $\frac{1}{4}$ cup] liquid
240 ml [1 cup] sugar _____	240 ml [1 cup] honey or syrup and reduce liquid in recipe by 60 ml [ $\frac{1}{4}$ cup]. (In cakes, substitute honey for not more than one-half of the sugar.)
10 ml [2 teaspoons] minced onion _____	5 ml [1 teaspoon] onion powder
1 clove fresh garlic _____	5 ml [1 teaspoon] garlic salt
	or
	0.5 ml [ $\frac{1}{8}$ teaspoon] garlic powder
5 ml [1 teaspoon] dry herb _____	15 ml [1 tablespoon] fresh chopped herb

## How Foods Change in Volume When Prepared

Before	After
<i>Cereals</i>	
240 ml [1 cup] quick-cooking oats _____	420 ml [1¾ cups] cooked
240 ml [1 cup] macaroni _____	480–540 ml [2–2¼ cups] cooked
240 ml [1 cup] noodles or spaghetti _____	420–480 ml [1¾–2] cups cooked
240 ml [1 cup] rice _____	720 ml [3 cups] cooked
240 ml [1 cup] cornmeal _____	960 ml [4 cups] cooked
<i>Bread and Crackers</i>	
11–12 graham crackers _____	240 ml [1 cup] finely crushed
2 slices fresh bread _____	240 ml [1 cup] crumbed
<i>Cheese</i>	
0.45 kg [1 lb.] American, Swiss, or Cheddar cheese _____	960 ml [4 cups] grated
<i>Fresh Fruits</i>	
4 medium-size apples _____	960 ml [4 cups] sliced
0.95 l [1 quart] red cherries _____	480 ml [2 cups] pitted
0.45 kg [1 lb.] Tokay grapes _____	660 ml [2¾ cups] seeded
1 medium-size lemon _____	45–60 ml [3–4 tablespoons] juice
	15 ml [1 tablespoon] grated peel
1 medium-size orange _____	120 ml [½ cup] juice
	20 ml [4 teaspoons] grated peel
<i>Dried Fruits</i>	
0.45 kg [1 lb.] prunes or raisins _____	960 ml [4 cups] cooked
0.45 kg [1 lb.] apricots _____	1080 ml [4½ cups] cooked
0.45 kg [1 lb.] unpitted dates _____	420 ml [1¾ cups] pitted
<i>Nuts</i>	
0.45 kg [1 lb.] shelled walnuts or pecans _____	960 ml [4 cups] chopped
<i>Dried Vegetables</i>	
240 ml [1 cup] lima beans _____	600 ml [2½ cups] cooked
240 ml [1 cup] red beans _____	480 ml [2 cups] cooked
240 ml [1 cup] white beans _____	720 ml [3 cups] cooked



# How To Read Electric and Gas Meters



## Electric Meter

The electricity you use is measured in kilowatt-hours (kwh). A watt is a measure of electricity. A kilowatt is 1,000 watts. You will use 1 kwh of electricity if you leave a 100-watt light bulb burning for 10 hours.

The electric meter has four dials. Some of the dials run clockwise, while others run counterclockwise. Each dial on the meter shows that you have used a certain number of kwh of electricity. The dials show a total of 10,000 kwh. At 10,000, all dials start over again.

If the pointer on the dial is between two numbers, always read the lower amount.

Always start to read the meter from the first dial on the left. In the illustration, the first dial reads 9. Write 9 on a sheet of paper.

The next, or second, dial reads 4. To the right of the 9 write 4.

The third dial on this meter shows 8. To the right of the 4 write 8.

The last dial reads 4. Write 4 to the right of the 8. What is the reading on this meter? 9484 kwh.

To find out how many kwh you use in a month:

- Get last month's meter reading from your electric bill.

- Subtract from this month's reading, which leaves the total kwh used this month.

## Gas Meter

Natural gas is measured in cubic feet.

The gas meter has two types of dials. The recording dials—shown on the bottom line of the meter pictured here—are the ones that measure the cubic feet of gas you use.

The other dials on the meter—here, the two on the top line—are test dials used by the gas company to check the accuracy of the meter. You can always spot a test dial because it measures less than 100 cubic feet. Do not read a test dial when you read the meter.

On the meter shown here, use only the three dials on the bottom line to read the amount used. Some meters may have four dials.

The gas meter is read in the same manner as the electric meter. Begin on the left. The first dial reads 1, the second 7, and the third 7. What is the meter reading? 177 cubic feet.

To find out how much gas you used this month, subtract last month's reading shown on your gas bill from the reading you make this month.

Adapted from "Consumer News," Vol. 4, No. 13, Oct. 1, 1974. Office of Consumer Affairs, Department of Health, Education, and Welfare

## How To Read Electric and Gas Utility Bills

The two sample bills shown here, one for electricity and one for gas, may not look exactly like those you receive in the mail. However, they probably include many of the same items that appear on your bill. Although utility rates, taxes, and other charges vary in different communities, these samples should help to explain your bills.

Some communities have one company that sells both gas and electricity. In that case, only one bill is usually sent for the month, combining the items shown on the two sample bills.

If you have any questions regarding your utility bills, call your local gas or electric company. Their consumer service department can answer your questions. They may also be able to send you information explaining the charges.

## Electric Bill

The numbers listed below describe numbered items on the sample electric bill shown here.

(1) This is the consumer's account number. Use yours for identification when making inquiries or paying bills.

(2) This code indicates the rate schedule used in billing the consumer. The rate is not shown on the bill. However, you can find out the rate at which you are charged by calling your electric company.

(3) This code indicates the kind of bill this is—a regular monthly bill or an adjusted bill. The code is explained on the reverse side of the bill.

(4) Cutoff date for billing—the date the electric company read your meter.

(5) Meter reading on which the bill is based. It gives the number of kwh shown on your meter on the cutoff date. You can double-check this figure by

reading your meter on the same day the electric company reads it. This should be the cutoff date (see Item 4). Call the electric company to learn your cutoff date each month.

(6) Consumer's monthly charge for electricity.

(7) This applies only to commercial installations using more than 6,000 kwh per month.

(8) Kwh used per month, based on the difference between last month's and this month's meter readings. To verify the kwh for which you are charged, subtract last month's meter reading (Item 5 on last month's bill) from Item 5 on this month's bill.

(9) This is the total of the following items on the bill: Item 8 multiplied by the rates charged per kwh; Item 10; Item 11; Item 12; Item 13.

(10) This state's residents pay an environmental surcharge, collected for the state by the electric company. The surcharge helps defray costs of deciding where to locate electric plants.

(11) This county levies an energy tax, which is collected for the county by the electric company.

(12) State sales tax of 4%.

(13) The fuel cost adjustment is a “pass-through” charge which represents the electric company’s increased costs for the coal and oil used to generate electricity. This state’s utility commission allows the electric company to pass along its increased costs to the consumers. The fuel cost increase is figured as a certain amount per kwh (on this bill, it is \$.0110592, slightly over 1¢ per kwh). To get the fuel cost adjustment, multiply that figure by kwh used. On this bill, the fuel cost adjustment is \$24.33

(14) Date after which bill is overdue.

(15) After overdue date, an additional 5% is added to the bill.

## Sample electric bill

ACCOUNT NUMBER <b>1</b> 01-2500-2775-1				<b>KEEP THIS PART</b> RATE SCH. <b>2 R</b>		ACCOUNT NUMBER <b>1</b> 01-2500-2775-1				Electric Power Company	
CODE		SERVICE TO MONTH DAY		METER READING		AMOUNT					
<b>1</b>		<b>8 30</b>		<b>9779</b>		<b>\$85.43</b>					
<b>3</b>		<b>4</b>		<b>5</b>		<b>6</b>					
KILOWATT DEMAND				KILOWATT HRS USED		TOTAL AMOUNT					
<b>7</b>				<b>8 2200</b>		<b>9 \$85.43</b>					
SURCHARGES						SALES TAX					
ENVIRONMENTAL				COUNTRY ENERGY TAX							
<b>.25 10</b>				<b>11 \$1.95</b>		<b>12 \$2.84</b>					
PER KWH		<b>\$0.110592</b>				OVERDUE AFTER					
AMOUNT		<b>\$24.33</b>				<b>Sept. 30</b>					
<b>13</b>						<b>14</b>					

**BILLS ARE DUE WHEN RENDERED**  
  
**PAYMENTS THRU CREDITED TO THIS BILLING**  
  
**PLEASE RETURN THIS PART WITH PAYMENT**

AMOUNT DUE NOW  
**\$ \$85.43**

9

Checks may be made payable to **paper**

\$ \$89.69  
 AMOUNT DUE AFTER  
 Sept. 30

15

14

← SERVICE ADDRESS →

**Gas Bill**

The numbers listed below describe the numbered items on the sample gas bill shown here.

- (1) Consumer's account number.
- (2) This shows how many days' service are covered by the bill.
- (3) Cutoff date for billing—the date the gas company read your meter.
- (4) Gas service for consumer's home is connected to plant at this address.
- (5) Code indicating charges covered by the bill—gas usage, fee for repairs, or merchandise. Code is explained on the reverse side of the bill.
- (6) Meter reading on which bill is based. This gives the number of cubic feet shown on the meter on the cutoff date.
- (7) This is the quantity of gas—expressed in hundreds of cubic feet—that went through the meter during the billing period. This number should equal the difference between this month's meter reading (Item 6) and last month's meter reading.
- (8) This tells how many therms were supplied in the average 100 cubic feet of gas during the billing period. A therm is a measure of heat energy. It is a significant measure for you because consumers are charged by the therm, not by the cubic foot of gas.
- (9) This shows how many therms the consumer is being charged for, based on cubic feet of gas used. This figure is arrived at by multiplying Item 7 by Item 8.

(10) Code for rate schedule that applies to this consumer's type of gas service. Call your local gas company if you want to find out how much you are being charged per therm of gas.

(11) Sales tax of 5%.

(12) This item represents an increase in the consumer's bill—a 14% interim surcharge. This company has applied for an increased rate schedule. The state utility commission has granted an interim surcharge until it has time to rule on the company's request for the increase.

(13) This is a "pass-through" charge reflecting increases in the wholesale costs of gas paid by the gas company. These increases in wholesale costs are passed on to the consumers in the form of an additional charge for each therm of gas used—Purchase Gas Adjustment charge (PGA per therm). On the sample bill, the charge per therm is \$.0206 (slightly over 2¢)—a total of \$6.48 for 314.4 therms.

(14) The amount of the bill is the total of the following items: Item 9 multiplied by the rates charged per therm; Item 11; Item 12; Item 13.

(15) Date after which bill is overdue.

(16) After overdue date, an additional 5% is added to the bill.

Adapted from "Consumer News," Vol. 4, No. 13, Oct. 1, 1974. Office of Consumer Affairs, Department of Health, Education, and Welfare

**Sample gas bill**

GAS LIGHT COMPANY									
ADDRESS CORRECTION REQUESTED RETURN POSTAGE GUARANTEED									
ACCOUNT NUMBER		SALES OR CITY TAX		OVERDUE AFTER					
2123 456788 1		\$3.00 11		Sept. 28 15					
FOOD	E.V.	DAYS USED	SERVICE TO	METER READING	AMOUNT				
GSA	30	8/30/	1604	\$63.09					
5	10	2	3	6	14				
7		8		9		14			
GAS USED 100 CU FT		THERMS PER 100 CU FT		THERMS		TOTAL AMOUNT			
311		1.011		314.4		\$ \$63.09			
SERVICE ADDRESS									
11801 Nebel St. 4									
INC. INTERIM SURCHG 14% 12									
PGA PER THERM \$ .0206 TOTAL \$ \$6.48 13									
BILLS ARE DUE WHEN RENDERED EXPLANATION OF CODES ON REVERSE SIDE									
					OVERDUE AFTER				
					15 SEP 28				
• RETURN THIS STUB WITH PAYMENT •									





## How To Grow Your Own Vegetables

You can add to your food supply by growing your own vegetables. You can also save money and enjoy your own home-grown produce.

If you have no land for gardening, use large pots, window boxes, tubs, or even plastic trash cans. Be sure to put small holes in them so excess water drains out. Otherwise the plants may die from overwatering. Put a layer of pebbles, clay pot pieces, or charcoal in the bottom for drainage before filling with soil. Vegetables such as dwarf tomato plants, parsley, chives, and leaf lettuce will grow in pots or flower boxes. Check with your local garden supply center for others.

If you have a small yard, plant vegetables that yield the most amount for the least space. These include tomatoes, bush snap beans, lettuce, zucchini, carrots, beets, and onions.

You can make the best use of your garden space and raise more vegetables by using succession planting. Begin early with varieties that mature quickly and can be removed to make room for long-season plants. For example, follow early varieties

such as radishes or peas with snap beans. Follow the first planting of beans with broccoli, cabbage, cauliflower, lettuce, or spinach for fall harvest. Lettuce seeds may be planted at one- or two-week intervals to give you a continuous supply for the summer.

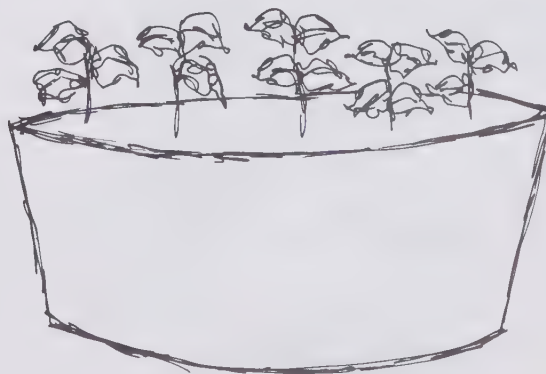
These vegetables mature early and can be replanted or replaced with others:

- Radishes—22 days
- Mustard greens—35 days
- Scallions—46 days
- Loosehead lettuce—40 days
- Spinach—42 days
- Turnips—45 days
- Bush snap beans—48 days
- Summer squash—50 days
- Early peas—55 days
- Kale—55 days
- Kohlrabi—55 days
- Swiss chard—60 days

Make every effort to provide proper growing conditions.

All plants need:

- Good soil.
- Enough sunlight.





- Enough water.
- Proper temperature.
- Adequate spacing.

They may also need:

- Fertilizer.
- Weed, disease, and insect control.

To grow vegetables:

- Decide what you are going to plant. Look through seed catalogs and visit garden supply centers for information. Plan carefully. Remember, a small package of seeds usually covers a big area.

- Select a spot with adequate sunlight.

- Get information from your local garden supply center or newspaper garden editor for preparing soil in your area and for planting time.

- Plant seeds: Mark a straight row, using a string between two stakes. Make a shallow ridge with a tool or spoon. Make a similar ridge if you are planting in pots or boxes.

- Sow seeds evenly. Cover with just enough soil to hide them. Tap soil down but do not pack too hard. Usually, if seeds do not come up they have been planted too deep. Mark the rows, pots, or boxes with the kind of plant and date. Keep the seed envelope—it has instructions you will need later.

- Water with a fine spray as needed. The ground should be evenly moist but not soaking wet. Do not allow it to dry out excessively.

- When plants begin to come up, thin them. The seed envelope tells you how far apart the plants should be. Dig up the ones in between and replant them elsewhere. Perhaps a friend or neighbor can use them.

- Some vegetables, such as tomatoes, green peppers, and cabbage, can be purchased as small plants from the garden supply center.

- About once a week, cultivate the soil around the plants. This means to loosen it shallowly to keep it in good condition and kill weeds. Do not cultivate too deep; you may harm the plant.

- Use a garden fertilizer about once or twice during the growing season. Follow package instructions.

- Keep the area watered regularly unless you have enough rain to do it for you.

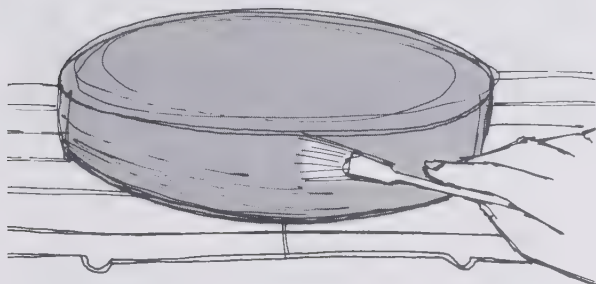
- You can control insects by using their natural enemies, such as ladybugs and praying mantises. Garden pesticides for vegetables are poisonous. If you must use them, be sure to follow the package directions carefully. Consult your garden supplier if the insect problem gets out of hand.

- Pick vegetables when they ripen. Wash and refrigerate them as soon as you pick them. If you keep cucumber, squash, and tomato plants well picked, they will continue producing.

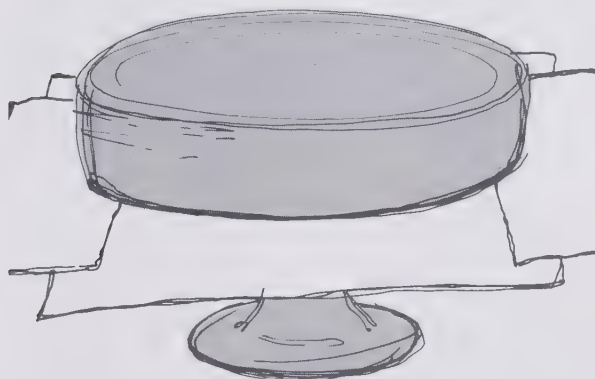
Source: W. Atlee Burpee Co.

## How To Frost a Layer Cake

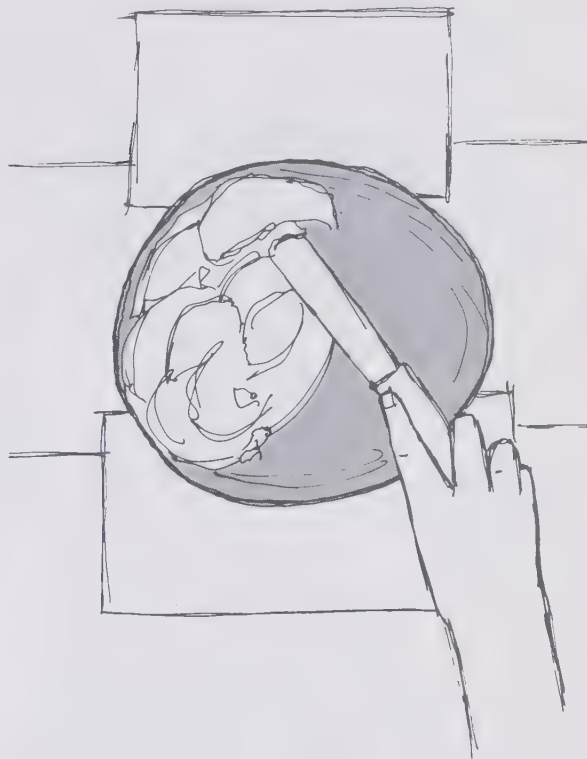
Brush off extra crumbs from the surface of the cake.



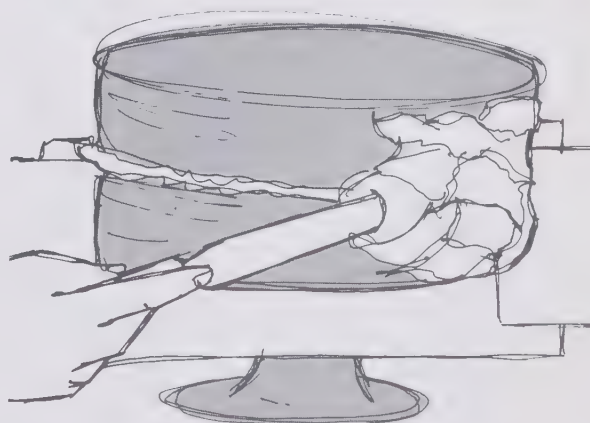
Tear off four squares of waxed paper and place them on the cake plate so they cover the edges but do not extend into the center of the plate. The waxed paper will protect the plate from dripping frosting and is removed when you are through working.



Place the bottom layer on the waxed paper. Use a metal spatula or table knife. Frost the top of the bottom layer. Sometimes a filling is used between layers instead of a frosting.



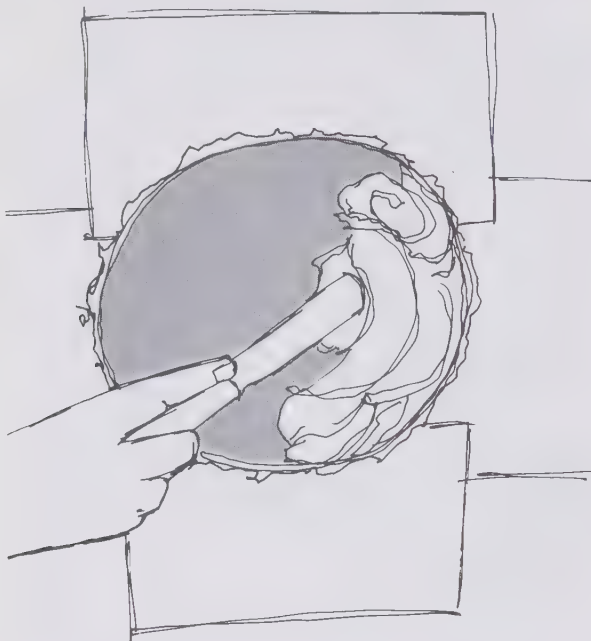
Put the top layer on top of the frosting or filling. Frost the sides of the cake, extending the frosting up over the top edge.



## H-11b

Frost the top of the cake, blending the frosting with the sides.

Make designs in the frosting, such as swirls or peaks, with the knife or spatula.



Gently pull each piece of waxed paper from under the cake. Pull it slowly so you do not remove any of the frosting from the cake.

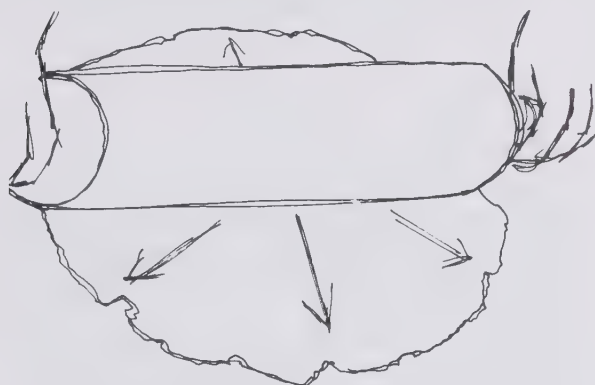


## How To Make a Pie

### Two-Crust Pie

Divide the dough into two portions. Make the bottom one slightly larger because it must fill the pie pan with enough left to cover the rim.

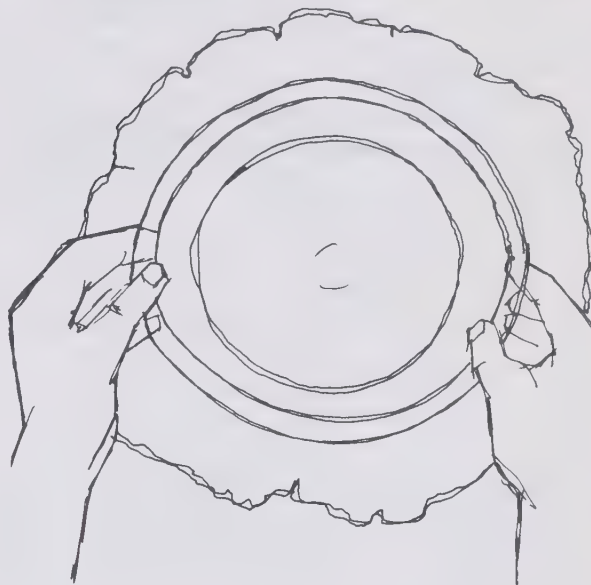
Sprinkle a small amount of flour on the working surface. Pat the larger ball of dough out into a circle. Using a light pressure on the rolling pin, roll the dough from the center out in all directions. As the dough becomes wider, it also gets thinner. As you roll, observe the thickness of the dough—keep it as even as possible. Always roll the dough out toward the shortest part of the circle so it spreads evenly in all directions. Flour the rolling pin and surface as needed to keep the dough from sticking. Too much flour, however, will make the dough tough.



What if the dough cracks or is uneven in shape? This can happen to even the most experienced baker. The answer is to patch the dough. Cut off a piece the size needed from an area that is wider than you will need. With cold water, *slightly* moisten the area to be patched. Place the patch on the dough and press firmly. Sprinkle with a little flour and roll with a rolling pin until the patched area is the same thickness as the rest of the dough.



Measure the pie pan against the dough. Be sure the dough is wide enough to fill the depth of the pan.



Transfer the dough to the pie pan. You can use one of several methods:

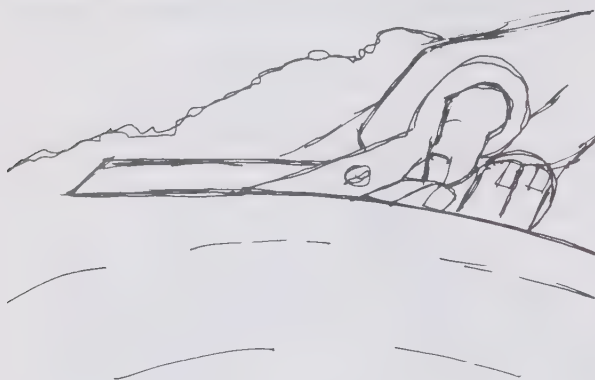
- Pick up one edge, fold the dough in half, and then pick it up and place it in the pie pan.
- Fold it in half, then in quarters, lift into pie pan, and unfold.
- Wind it around the rolling pin and transfer it to the pie pan.

Center the dough in the pan carefully. Push it down gently so it fits into all areas, but do not stretch it. Be careful not to poke your fingers through the dough.

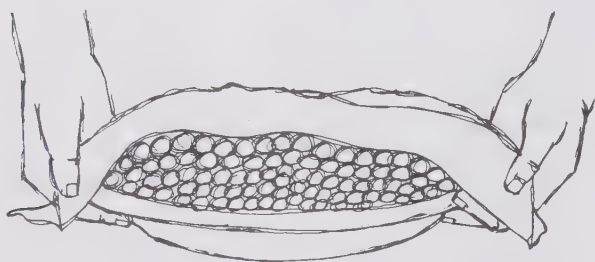




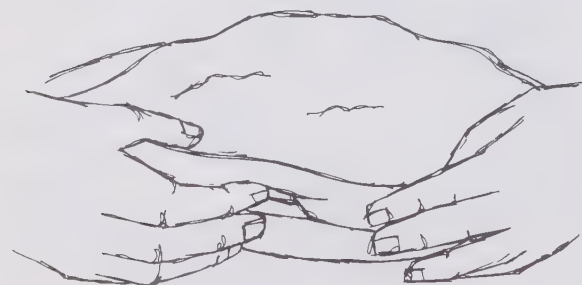
Let dough rest for a few minutes. Then, using scissors or a sharp knife, trim it off even with the edge of the pan.



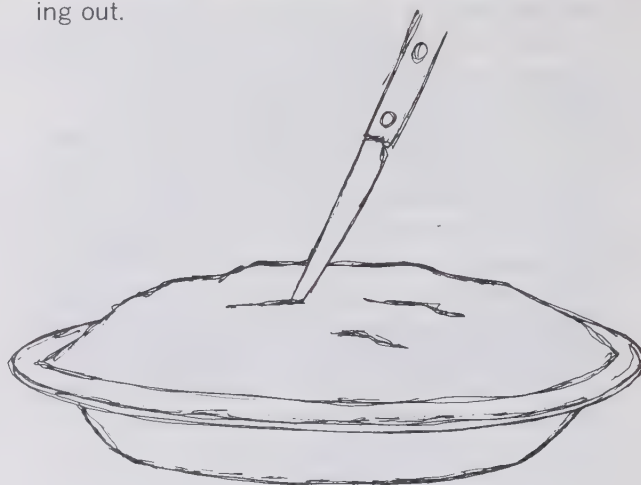
Roll out the second ball of dough. Fold it in half and place over half of the filled pie. Unfold. You will need about 1.3 cm [ $\frac{1}{2}$  inch] of pastry beyond the edge of the pie pan. Trim off the excess with scissors or a sharp knife.



Very slightly moisten the top of the bottom crust along the edge. Fold the remaining 1.3 cm [ $\frac{1}{2}$  inch] of the top crust under the bottom crust. This will seal the two crusts together to keep juices in. Press both crusts together, making a design. (See "Fluting the Edge.")



Cut slits in the top crust with a sharp knife to allow steam to escape and to keep juices from boiling out.



### Pie Shell or One-Crust Pie

Fit the bottom crust into the pie pan. Be careful not to stretch it. Gently push the pastry into the area where the bottom and sides of the pan meet. Remember, if you stretch the pastry, it will shrink when you bake it.

Trim off the pastry 1.3 cm [ $\frac{1}{2}$  inch] beyond the edge of the pan with a sharp knife or scissors.

Fold the 1.3 cm [ $\frac{1}{2}$  inch] under the crust at the edge so you have a double thickness at the edge. Flute to make an attractive finish. (See "Fluting the Edge.")

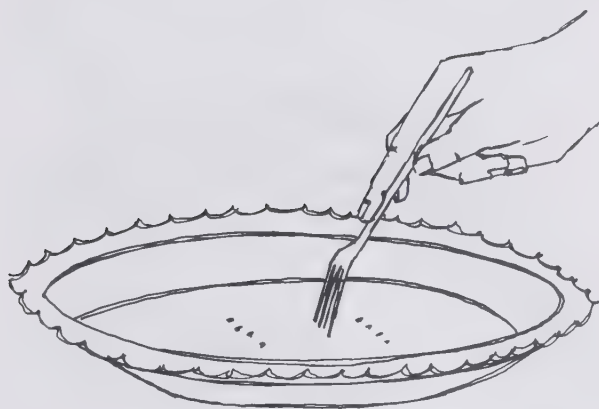
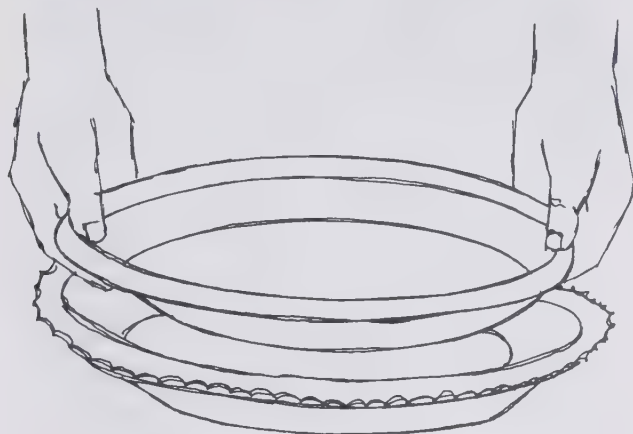


A problem may occur when baking a pie shell. As the crust bakes, steam forms which may push it out of shape. To prevent this, prick the pie shell with a fork before baking it. The holes allow the steam to escape. Another method is to put dry beans or a smaller pie pan on top of the crust before baking. The weight keeps the crust from shrinking.



## H-12c

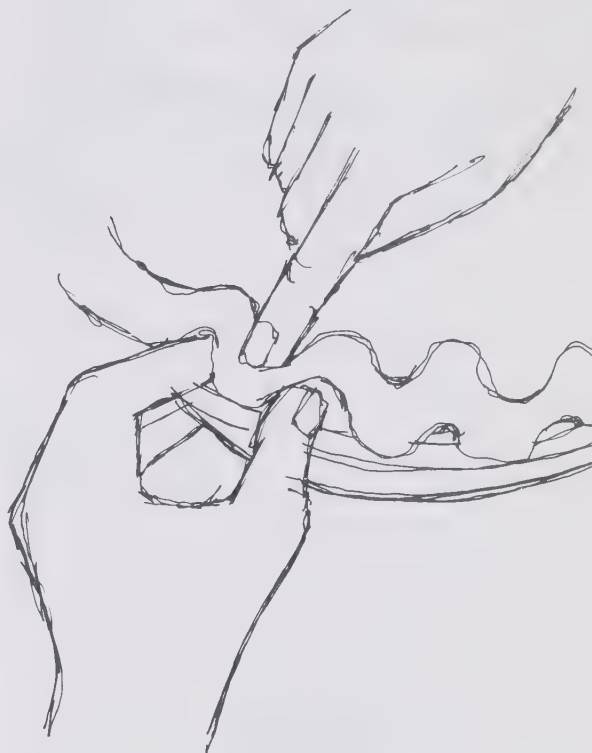
You can also pull a little dough from the edge of the pie down under the rim of the pan to anchor it in about five or six places.



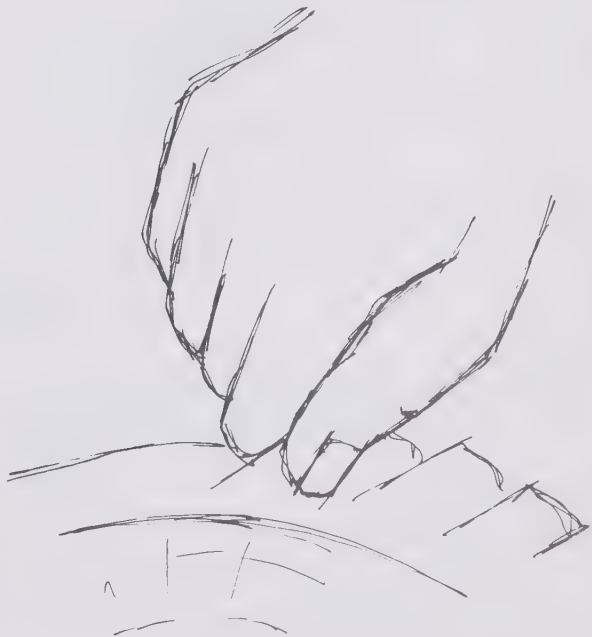
### Fluting the Edge

You can make an attractive finish on the edge of the pie by fluting the crust. On a two-crust pie, the design also helps to seal the edges more completely. You can make several different designs:

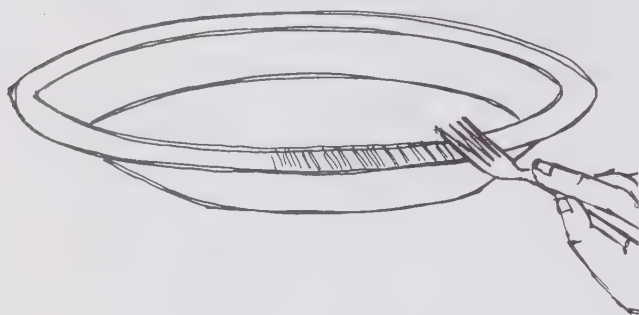
Scallop design: Place the thumb and finger against the edge of the pie crust. With the finger of the other hand, push the dough gently between the thumb and finger to make a scallop. Be careful not to break the dough.



Rope design: Twist the edge gently between the thumb and finger to make a rope design.



**Ridges:** Gently press the tines of a fork into the edge to make a ridge design. Be careful not to poke the fork through the crust.



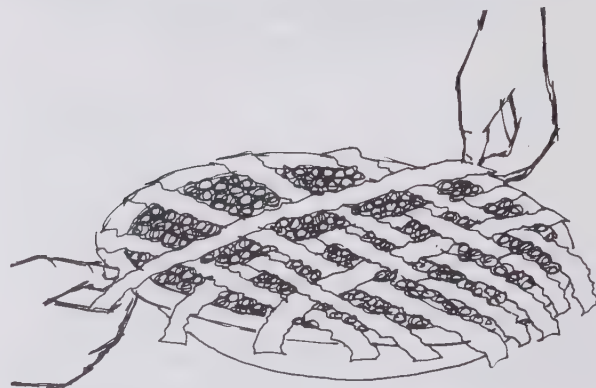
### Lattice Crust

Roll out the top crust after the pie is filled. Be sure it is large enough to fit the top of the pie. With a pastry cutter or sharp knife, cut the crust into 1.3 cm [ $\frac{1}{2}$ -inch] strips.

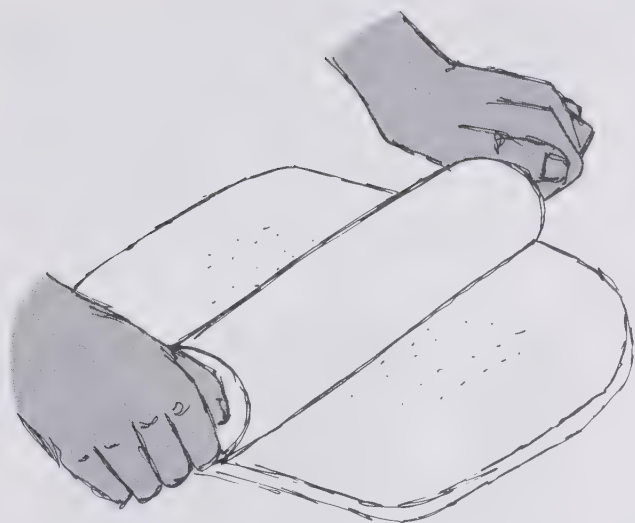


Arrange lattice strips in one direction on the pie, parallel to each other. Place them about 1.3 cm [ $\frac{1}{2}$  inch] or more apart. Weave in crosswise strips. To do this, start working with a crosswise strip in the center of the pie. Fold back alternate vertical strips halfway. Place crosswise strip down center and bring back the folded vertical strips. Repeat the process, folding back alternate strips before placing the crosswise strip, to give a woven effect. By starting at the center, you need only pull the vertical strips back halfway. Work carefully so you do not break the strips.

When all the strips are in place, proceed as with a full pie crust. Trim strips 1.3 cm [ $\frac{1}{2}$  inch] beyond the edge. Moisten bottom crust slightly under each strip. Fold strips under bottom crust. Flute the edge.

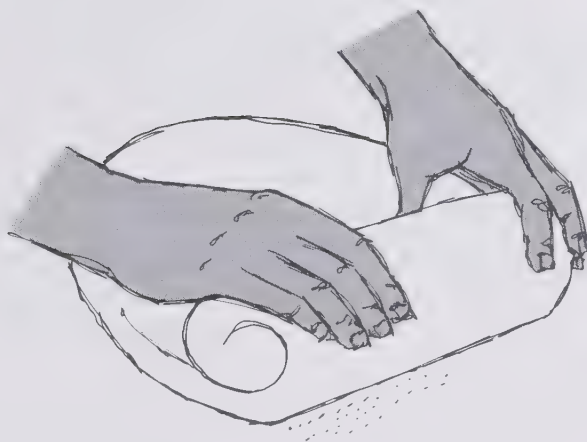


## How To Shape a Loaf of Bread



Divide dough as specified in recipe. Flour surface lightly.

With a rolling pin, roll dough 30 cm [12 inches] long and 20 cm [8 inches] wide and of uniform thickness. Roll out all bubbles in the edges.



Begin with the 20 cm [8-inch] edge farthest away from you. Roll the dough up tightly toward you. Be sure no air is trapped in the dough as it will cause large holes in the bread.

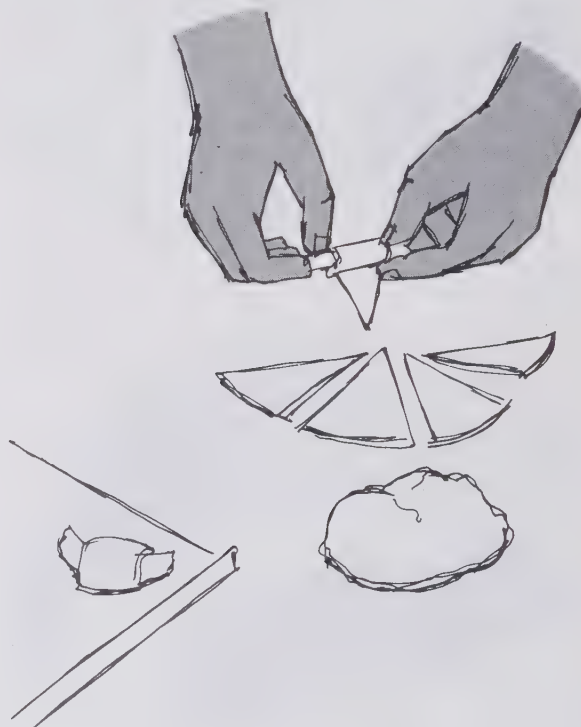


Seal the dough by pinching the seam and ends. Fold sealed ends neatly under loaf. Place in pan seam-side down.

### Crescents

Grease and flour a baking sheet.

Roll dough into an even circle, about 30 cm [12 inches] in diameter. Spread dough with a little melted margarine. Let dough rest a few minutes. Cut the circle into 16 pie-shaped pieces. Roll each wedge up tightly, beginning at the wide end. Seal points firmly so crescent does not unroll. Place on greased baking sheet with point underneath. Curve to form crescents.



## How To Shape Yeast Rolls

Turn the punched-down dough out on your working surface. With a sharp knife or scissors, cut the dough into two or three equal pieces, depending on the amount of dough you have. Work with one piece. Cover the others with a towel to keep them from drying out.

### Cloverleaf Rolls

Grease and flour a muffin tin.

Use both hands and shape the dough into a roll about 2.5 cm [1 inch] thick. Do this by rolling the dough as you would a stick. To keep the roll even in thickness, start rolling with both hands at the center of the piece. Roll toward the end.

With a sharp knife or scissors, cut the dough into pieces 2.5 cm [1 inch] long. Shape into balls. Place three balls in each greased muffin cup. Brush with melted butter or margarine.



### Sailor's Knots

Grease and flour a baking sheet.

Cut one portion of the dough into nine equal pieces. Roll each piece under your hands, as if you were rolling a twig, until it is about 15 cm [6 inches] long. Roll all pieces before shaping. Pick up first piece and tie it into a loose knot. Do not pull the knot tight. If you do, the rolls will not keep their shape as they rise.

Put knots on greased baking sheet about 5 cm [2 inches] apart.



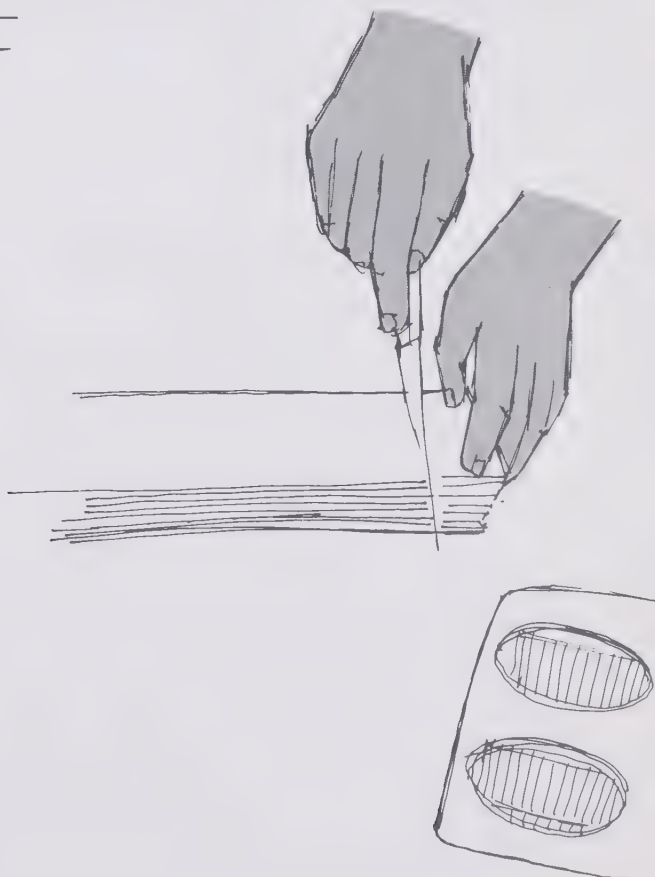
### Fan Tans

Grease and flour a muffin pan.

Roll a portion of dough into a thin rectangle. Spread with melted butter or margarine. Cut lengthwise into six strips. Stack the strips. Slice the stack into pieces 2.5 cm [1 inch] wide. Place strips cut-side down in greased muffin pans.

### After Shaping

Allow rolls to rise until double in size. Bake according to recipe directions.







# **Score Card** **Shortened Cakes**

**H-15**

	Excellent (4)	Good (3)	Fair (2)	Poor (1)
<i>Exterior</i>				
Uniform shape with slightly rounded top. No peaks or cracks.	_____	_____	_____	_____
Uniform size. Light in weight in proportion to size.	_____	_____	_____	_____
Uniform golden brown color. Color, however, may be affected by flavoring such as spices or chocolate.	_____	_____	_____	_____
Tender, smooth crust.	_____	_____	_____	_____
<i>Interior</i>				
Uniform color, characteristic of type of cake.	_____	_____	_____	_____
Fine, even grain, free from tunnels.	_____	_____	_____	_____
Velvety, moist, and tender texture.				
Not soggy or too dry.	_____	_____	_____	_____
Pleasing flavor, well blended, and characteristic of kind of cake.	_____	_____	_____	_____
Total score (32 for Excellent)		_____		

**Score Card**  
**Unshortened Cakes**

	Excellent (4)	Good (3)	Fair (2)	Poor (1)
<i>Exterior</i>				
Uniform shape, free from cracks.	_____	_____	_____	_____
Large volume. Very light in weight in proportion to size.	_____	_____	_____	_____
Uniform light brown color.	_____	_____	_____	_____
Tender crust, free from moist, shiny spots.	_____	_____	_____	_____
<i>Interior</i>				
Uniform color, characteristic of kind of cake.	_____	_____	_____	_____
Small, uniform grain. No large air spaces or compact layer.	_____	_____	_____	_____
Tender, feathery texture. Moist and light, not compact or soggy.	_____	_____	_____	_____
Pleasing, delicate flavor, characteristic of type of cake.	_____	_____	_____	_____
Total score (32 for Excellent)		_____		

### Score Card Cookies

	Excellent (4)	Good (3)	Fair (2)	Poor (1)
<i>Drop Cookies</i>				
Fairly uniform mound shape.	_____	_____	_____	_____
Delicately browned exterior.	_____	_____	_____	_____
Slightly moist, tender texture.	_____	_____	_____	_____
Flavor characteristic of ingredients.	_____	_____	_____	_____
Total score (16 for Excellent)		_____		
<i>Bar Cookies</i>				
Uniform, well-cut shape.	_____	_____	_____	_____
Thin, delicate, tender crust.	_____	_____	_____	_____
Rich, moist texture.	_____	_____	_____	_____
Flavor characteristic of ingredients.	_____	_____	_____	_____
Total score (16 for Excellent)		_____		
<i>Refrigerator Cookies</i>				
Uniform, thin slices.	_____	_____	_____	_____
Lightly browned surface.	_____	_____	_____	_____
Crisp and crunchy texture.	_____	_____	_____	_____
Flavor characteristic of ingredients.	_____	_____	_____	_____
Total score (16 for Excellent)		_____		

### Score Card Cookies (Continued)

	Excellent (4)	Good (3)	Fair (2)	Poor (1)
<i>Rolled Cookies</i>				
Retain shape of cutter.	_____	_____	_____	_____
Lightly browned surface.	_____	_____	_____	_____
Texture crisp and thin or soft and thick, depending on variety.	_____	_____	_____	_____
Rich flavor, depending on ingredients.	_____	_____	_____	_____
Total score (16 for Excellent)		_____		
<i>Molded Cookies</i>				
Uniform, well shaped.	_____	_____	_____	_____
Delicately browned.	_____	_____	_____	_____
Crisp and tender texture.	_____	_____	_____	_____
Pleasing flavor, characteristic of ingredients.	_____	_____	_____	_____
Total score (16 for Excellent)		_____		
<i>Pressed Cookies</i>				
Well-shaped and well-defined pattern of cookie press.	_____	_____	_____	_____
Delicately browned edges.	_____	_____	_____	_____
Very tender and crisp texture.	_____	_____	_____	_____
Rich and buttery flavor.	_____	_____	_____	_____
Total score (16 for Excellent)		_____		



### Score Card Pies and Tarts

	Excellent (4)	Good (3)	Fair (2)	Poor (1)
<i>Exterior</i>				
Crust even in thinness all over with neat, even edges.	_____	_____	_____	_____
Fits pan well.	_____	_____	_____	_____
Light golden brown color with darker brown edges.	_____	_____	_____	_____
Crust with slightly blistered, rough texture; not smooth or leathery looking.	_____	_____	_____	_____
<i>Crust Interior</i>				
Delicate, crispy, flaky texture. Not compact or soggy.	_____	_____	_____	_____
Tender—easily cut, but not crumbly or tough.	_____	_____	_____	_____
Rich, delicate flavor. No scorched fat or salty taste. Does not overpower flavor of filling.	_____	_____	_____	_____
<i>Filling</i>				
Fits pie well.	_____	_____	_____	_____
Color and flavor characteristic of ingredients used.	_____	_____	_____	_____
Delicate, tender texture. Thick, but not sticky.	_____	_____	_____	_____
Total score (40 for Excellent)	_____			

**Score Card**  
**Muffins and Quick Breads**

	Excellent (4)	Good (3)	Fair (2)	Poor (1)
<i>Exterior</i>				
Uniform shape. Well-rounded top free from peaks and cracks.	_____	_____	_____	_____
Uniform size. Large in proportion to weight.	_____	_____	_____	_____
Uniform golden brown color.	_____	_____	_____	_____
Tender crust, slightly rough and shiny.	_____	_____	_____	_____
<i>Interior</i>				
Creamy white or slightly yellow, free from streaks.	_____	_____	_____	_____
Rounded, even grain, free from tunnels.	_____	_____	_____	_____
Tender texture, moist and light.	_____	_____	_____	_____
Pleasing, well-blended flavor.	_____	_____	_____	_____
Total score (32 for Excellent)		_____		

### Score Card Biscuits

	Excellent (4)	Good (3)	Fair (2)	Poor (1)
<i>Exterior</i>				
Uniform shape with straight sides and level tops.	_____	_____	_____	_____
Uniform size. Twice the size of unbaked biscuits.	_____	_____	_____	_____
Uniform golden brown tops and bottoms. Free from yellow or brown spots.	_____	_____	_____	_____
Tender crust, smooth, and free from excess flour.	_____	_____	_____	_____
<i>Interior</i>				
Creamy white, free from yellow or brown spots.	_____	_____	_____	_____
Flaky grain, pulling off in thin sheets.	_____	_____	_____	_____
Tender texture, slightly moist, light.	_____	_____	_____	_____
Pleasing, well-blended flavor.	_____	_____	_____	_____
Total score (32 for Excellent)		_____		

**Score Card**  
**Yeast Breads and Rolls**

	Excellent (4)	Good (3)	Fair (2)	Poor (1)
<i>Exterior</i>				
Well-proportioned, even shape with rounded top.	_____	_____	_____	_____
Large size, but not airy in proportion to weight.	_____	_____	_____	_____
Even, rich, golden brown color.	_____	_____	_____	_____
Tender, crisp crust, even thickness, and free from cracks.	_____	_____	_____	_____
If break and shred is present—rough area between top and sides of product—it should be even.	_____	_____	_____	_____
<i>Interior</i>				
Creamy white, free from streaks.	_____	_____	_____	_____
Fine, thin-walled cells, evenly distributed.	_____	_____	_____	_____
Tender, soft texture, slightly moist.	_____	_____	_____	_____
Sweet, nutty flavor.	_____	_____	_____	_____
Total score (36 for Excellent)	_____			

**FOOD FOR TODAY**  
Kowtaluk and Kopan  
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# **Problem Solvers** **Unshortened Cakes**

Problem		Cause	
(✓)		(✓)	
Yes	No		
_____	_____		<i>Exterior</i>
		_____	Pale color . . . . . Wrong size pan used.
		_____	Underbaked.
_____	_____	_____	Too brown . . . . . Too much sugar used.
		_____	Overbaked.
		_____	Oven too hot.
_____	_____	_____	Poor volume . . . . . Incorrect baking temperature used.
		_____	Not baked long enough.
		_____	Wrong size pan used.
		_____	Pan was greased.
		_____	Poor quality eggs used.
		_____	Eggs at too high or too low a temperature while being beaten.
		_____	Eggs not beaten sufficiently.
		_____	Mixture overfolded.
_____	_____	_____	Sunken . . . . . Pan was not inverted to cool cake.
		_____	Cake removed from pan before cool.
			<i>Interior</i>
_____	_____	_____	Uneven grain . . . . . Mixture overfolded.
		_____	Eggs not beaten enough.
_____	_____	_____	Coarse grain . . . . . Mixture underfolded.
_____	_____	_____	Dry . . . . . Overbaked.
		_____	Not enough liquid used.
_____	_____	_____	Soggy . . . . . Underbaked.
		_____	Mixture not mixed enough.
_____	_____	_____	Solid . . . . . Too much flour or liquid used.
		_____	Eggs not beaten sufficiently.
_____	_____	_____	Tough . . . . . Mixture overmixed.
		_____	Not enough sugar used.
		_____	Overbaked.
_____	_____	_____	Flavor poor; not . . . . . Poor quality ingredients used.
		_____	characteristic of . . . . . Wrong proportions of ingredients used.
			ingredients

# Problem Solvers Cookies

		Problem	Cause
(✓)			(✓)
Yes	No		
_____	_____	<i>Drop Cookies</i>	
_____	_____	Irregular size and shape . . . . .	_____ Dough not dropped on baking sheet properly.
_____	_____	Dark, crusty edges . . . . .	_____ Overbaked.
_____	_____		_____ Baking sheet too large for oven.
_____	_____	Too dry, hard . . . . .	_____ Overbaked.
_____	_____	Doughy . . . . .	_____ Underbaked.
_____	_____	Excessive spreading . . . . .	_____ Ingredients not measured properly.
_____	_____		_____ Dough dropped on hot baking sheet.
_____	_____		_____ Dough not peaked when dropped.
_____	_____		_____ Incorrect oven temperature used.
_____	_____	<i>Bar Cookies</i>	
_____	_____	Dry, crumbly . . . . .	_____ Overbaked.
_____	_____	Hard, crusty top . . . . .	_____ Overmixed.
_____	_____	Crumbles when cut . . . . .	_____ Bars cut while too warm.
_____	_____	<i>Refrigerator Cookies</i>	
_____	_____	Irregular shape . . . . .	_____ Dough not rolled into uniform shape.
_____	_____		_____ Dough not chilled enough to be sliced uniformly.
_____	_____		_____ Dull knife used for slicing.
_____	_____	Too brown . . . . .	_____ Overbaked.
_____	_____	<i>Rolled Cookies</i>	
_____	_____	Tough . . . . .	_____ Excessive rerolling.
_____	_____	Loose flour visible on top . . . . .	_____ Too much flour used when rolling dough.
_____	_____	Dry . . . . .	_____ Dough rolled in too much flour or rerolled.
_____	_____	<i>Molded Cookies</i>	
_____	_____	Misshapen . . . . .	_____ Molded incorrectly.
_____	_____	Too brown . . . . .	_____ Overbaked.
_____	_____	Crumbly . . . . .	_____ Not shaped well.
_____	_____		_____ Ingredients not measured properly.
_____	_____	<i>Pressed Cookies</i>	
_____	_____	Misshapen . . . . .	_____ Cookie press not used correctly.
_____	_____		_____ Dough in press too moist, cold, or warm.
_____	_____		_____ Dough placed on hot baking sheet.
_____	_____		_____ Oven temperature too low.
_____	_____	Overbrowned spots . . . . .	_____ Overbaked.

# Problem Solvers Pies and Tarts

Problem		Cause	
(✓)		(✓)	
Yes	No		
_____	_____	_____	Tough or solid crust . . . . .
		_____	Not enough shortening used.
		_____	Too much water used.
		_____	Dough overmixed when water added.
		_____	Excess flour used when rolling.
		_____	Dough overhandled or kneaded.
		_____	Shortening and flour overmixed.
		_____	Oven temperature too low.
_____	_____	_____	Too pale . . . . .
		_____	Dough overmixed.
		_____	Oven temperature too low.
		_____	Pie not baked long enough.
_____	_____	_____	Too dark . . . . .
		_____	Oven temperature too high.
		_____	Pie baked too long.
_____	_____	_____	Soggy lower crust . . . . .
		_____	Pastry overhandled.
		_____	Filling too moist.
		_____	Oven temperature too low.
_____	_____	_____	Crust thick, soft, doughy . . . . .
		_____	Not enough shortening used.
		_____	Too much water used.
		_____	Water not cold enough.
		_____	Pastry rolled too thick.
		_____	Oven temperature too low.
_____	_____	_____	Dry, mealy crust . . . . .
		_____	Shortening cut in too finely.
		_____	Not enough liquid used.
_____	_____	_____	Crust too tender, falls . . . . .
		_____	Dough undermixed.
		_____	Not enough liquid used.
		_____	Too much shortening used.
_____	_____	_____	Crust thin, brittle; burns . . . . .
		_____	Too much shortening used.
		_____	Pastry rolled too thin.
_____	_____	_____	Pastry shell blisters . . . . .
		_____	Pastry not pricked enough.
		_____	Oven temperature too low.
_____	_____	_____	Pastry shell shrinks in . . . . .
		_____	Wrong proportion of ingredients used.
		_____	Pastry overhandled when fitted into
		_____	pan.
		_____	Pastry stretched when fitted into pan.
		_____	Oven temperature too low.
_____	_____	_____	Poor flavor . . . . .
		_____	Wrong proportion of ingredients used.
		_____	Poor quality ingredients used.
_____	_____	_____	Filling boils over in . . . . .
		_____	Slits not cut properly in top crust.
		_____	Too much filling used.
		_____	Overbaked.
		_____	Edges not sealed completely.

# **Problem Solvers** **Muffins and Quick Breads**

Problem		Cause	
(✓)		(✓)	
Yes	No		
_____	_____	Exterior	
		Irregular shape .....	<input type="checkbox"/> Too much flour used. <input type="checkbox"/> Not enough liquid used. <input type="checkbox"/> Batter overmixed. <input type="checkbox"/> Too much or not enough batter in pans. <input type="checkbox"/> Oven temperature too hot. <input type="checkbox"/> Too much shortening used.
_____	_____	Too pale .....	<input type="checkbox"/> Batter overmixed. <input type="checkbox"/> Oven temperature not hot enough.
_____	_____	Too dark .....	<input type="checkbox"/> Too much sugar used. <input type="checkbox"/> Oven too hot. <input type="checkbox"/> Overbaked.
_____	_____	Tough .....	<input type="checkbox"/> Too much flour used. <input type="checkbox"/> Not enough shortening used. <input type="checkbox"/> Batter overmixed. <input type="checkbox"/> Overbaked.
_____	_____	Too smooth .....	<input type="checkbox"/> Too much liquid used. <input type="checkbox"/> Batter overmixed.
		Interior	
_____	_____	Poor color .....	<input type="checkbox"/> Poor quality ingredients used. <input type="checkbox"/> Egg and milk not well blended.
_____	_____	Coarse texture .....	<input type="checkbox"/> Egg insufficiently beaten. <input type="checkbox"/> Batter overmixed.
_____	_____	Tunnels .....	<input type="checkbox"/> Too much flour used. <input type="checkbox"/> Not enough liquid used. <input type="checkbox"/> Batter overmixed. <input type="checkbox"/> Too much batter in pan. <input type="checkbox"/> Oven temperature too high.
_____	_____	Too dry .....	<input type="checkbox"/> Too much flour used. <input type="checkbox"/> Overbaked.
_____	_____	Too moist .....	<input type="checkbox"/> Eggs not beaten sufficiently. <input type="checkbox"/> Underbaked.
_____	_____	Crumbly .....	<input type="checkbox"/> Too much flour used. <input type="checkbox"/> Oven temperature too low.
_____	_____	Heavy .....	<input type="checkbox"/> Overmixed <input type="checkbox"/> Underbaked.
_____	_____	Poor flavor .....	<input type="checkbox"/> Wrong proportion of ingredients used. <input type="checkbox"/> Poor quality ingredients used.

## Problem Solvers Biscuits

Problem		Cause
(✓)	(✓)	
Yes	No	
_____	_____	
		<i>Exterior</i>
		Irregular shape . . . . .
		Too much liquid used.
		Dough not rolled or cut properly.
		Uneven oven heat.
		Too much shortening used.
		Dough overmixed or overhandled.
		Oven temperature too low.
		Oven too hot.
		Baked too long.
		Dough not rolled or cut properly.
		Pans not placed in oven correctly.
		Uneven oven heat.
		Ingredients not well mixed.
		Too much liquid used.
		Dough not kneaded or rolled correctly.
		Not enough liquid used.
		Too much flour on working surface.
		<i>Interior</i>
		Poor color . . . . .
		Too much shortening used.
		Poor quality ingredients used.
		Ingredients not well mixed.
		Not enough shortening used.
		Shortening mixed either too much or too little with flour mixture.
		Overmixed.
		Dough too stiff.
		Overbaked.
		Underbaked.
		Too much shortening used.
		Not enough shortening used.
		Overmixed.
		Too much shortening used.
		Overmixed.
		Underbaked.
		Wrong proportion of ingredients used.
		Ingredients not mixed properly.



## Problem Solvers

### Yeast Breads and Rolls

Problem		Cause	
(✓)	(✓)		
Yes	No	<i>Exterior</i>	
_____	_____	Poor shape . . . . .	_____ Loaf not shaped properly. _____ Too much dough for pan. _____ Insufficient rising time.
_____	_____	Too small . . . . .	_____ Too much salt used. _____ Not enough yeast used. _____ Insufficient rising period. _____ Oven temperature too high.
_____	_____	Too large . . . . .	_____ Not enough salt used. _____ Too much yeast used. _____ Rising period too long. _____ Oven temperature too low.
_____	_____	Too pale . . . . .	_____ Not enough sugar used. _____ Temperature of dough too high during mixing and rising. _____ Oven temperature too low.
_____	_____	Too dark . . . . .	_____ Too much sugar used. _____ Insufficient rising time. _____ Oven temperature too high.
_____	_____	Crust too thick . . . . .	_____ Crust dried during rising time. _____ Oven temperature too low. _____ Overbaked.
		<i>Interior</i>	
_____	_____	Streaks . . . . .	_____ Crust dried during rising. _____ Dough not mixed properly. _____ Too much flour used during kneading and shaping. _____ Dough too soft. _____ Improper punching and shaping.
_____	_____	Poor texture . . . . .	_____ Too much flour used. _____ Other types of flour substituted for wheat flour. _____ Temperature of dough too high during mixing and rising. _____ Rising time too long. _____ Overkneading.
_____	_____	Poor flavor . . . . .	_____ Wrong proportions of ingredients used. _____ Rising time too long.

## How To Cook Fruit

### To Cook Fruit in Liquid

How do you like fruit cooked? Firm, so it holds its shape, or soft and mushy? You can cook it either way—so it keeps its shape or so it turns into a purée (a smooth sauce). When you cook fruit in liquid, the fiber breaks down. Sugar, however, strengthens fiber. If you want cooked fruit to retain its shape:

- Cut fruit in fairly large pieces, such as quarters or eighths.
- Cook it in a syrup, using two parts sugar to one part water.
- Cook over low heat because rapid cooking breaks the fruit apart.

To make a sauce, cook the fruit in a small amount of water or other liquid. Cutting the fruit into small pieces helps it to cook quickly. Stir occasionally to break the fruit apart. Fruits vary in consistency when cooked into a sauce. Some, such as rhubarb, make a smooth sauce while others, such as some types of apples, make a rough-textured sauce.

You can add extra flavor to cooked fruits with lemon juice, lemon or orange rind, herbs, and spices.

### To Bake Fruit

Many fruits develop a deliciously different flavor when baked. Usually they are baked in a sauce, which not only adds flavor but also keeps them from drying out.

Fruits can be baked whole, peeled, or cut into pieces. Often several kinds are combined so their flavors blend.

Perhaps the most popular baked fruits are apples. Generally, apples are baked with the skins left on and the cores removed. A spicy sugar mixture, along with butter or margarine, is spooned into the core cavity before baking. Have you ever been served a baked apple with the skin burst open? This is caused when steam forms and expands in the apple as it bakes. You can keep the apple from bursting by cutting a thin strip of skin from around the center before baking. This allows the apple to expand as it bakes and still keep its shape.

### To Broil Fruit

Any tender fruit that holds its shape, such as bananas, pineapple slices, or grapefruit or peach halves, may be broiled. Either fresh or canned fruit may be used. Broiling cooks the fruit slightly and browns it.

Protect the surface of the fruit so it does not dry out under the direct heat of the broiler. Brush the fruit with melted butter or margarine or use a topping such as sugar or seasoned crumbs.

### To Fry Fruit

Some fruits, such as apple and pineapple slices and banana halves, may be fried. The fruit should be firm enough to hold its shape. If you use canned fruit, drain it well.

Sauté in a small amount of butter or margarine until lightly browned.

# Timetable for Cooking Fresh Vegetables in Liquid

Vegetable	Cooking time after water returns to boil  Minutes	Approximate amount as purchased for six servings (about 120 ml [ $\frac{1}{2}$ cup] each)	
		Kilograms	Pounds
Asparagus	10 to 20 (whole spears)	1.1	$2\frac{1}{2}$
	5 to 15 (cuts and tips)	0.8	$1\frac{3}{4}$
Beans, lima	25 to 30	1.3	$2\frac{3}{4}$ in pods
Beans, snap (green or wax)	12 to 16 (2.5 cm [1''] pieces)	0.45	1
Beets	30 to 45 (young, whole)	} 1.1 with tops or 0.7 without tops	$2\frac{1}{2}$ with tops
	45 to 90 (older, whole)		or
	15 to 25 (sliced or diced)		$1\frac{1}{2}$ without tops
Broccoli	10 to 15 (heavy stalk split)	0.9	2
Brussels sprouts	15 to 20	0.7	$1\frac{1}{2}$
Cabbage	3 to 10 (shredded)	0.6	$1\frac{1}{4}$
	10 to 15 (wedges)	0.7	$1\frac{1}{2}$
Carrots	15 to 20 (young, whole)	} 0.7	$1\frac{1}{2}$ without tops
	20 to 30 (older, whole)		
	10 to 20 (sliced or diced)		
Cauliflower	8 to 15 (separated)	} 0.9	2
	15 to 25 (whole)		
Celery	15 to 18 (cut-up)	0.7	$1\frac{1}{2}$
Corn	5 to 15 (on cob)	1.4	3
Kale	10 to 15	0.6	$1\frac{1}{4}$
Okra	10 to 15	0.6	$1\frac{1}{4}$
Onions, mature	15 to 30	0.8	$1\frac{3}{4}$
Peas	12 to 16	1.4	3
Potatoes	25 to 40 (whole, medium)	} 0.7	$1\frac{1}{2}$
	20 to 25 (quartered)		
	10 to 15 (diced)		
Spinach	3 to 10	0.6	$1\frac{1}{4}$
		0.7	$1\frac{1}{2}$
Squash, summer	8 to 15 (sliced)	0.7	$1\frac{1}{2}$
Squash, winter	15 to 20 (cut-up)	1.1	$2\frac{1}{2}$
Sweet potatoes	35 to 55 (whole)	0.9	2
Tomatoes	7 to 15 (cut-up)	0.6	$1\frac{1}{4}$
Turnip greens	10 to 30	1.3	$2\frac{3}{4}$
Turnips	20 to 30 (whole)	} 0.8	$1\frac{3}{4}$
	10 to 20 (cut-up)		

Adapted from USDA

**Score Card**  
**Vegetables Cooked in Liquid**

	<b>Excellent (4)</b>	<b>Good (3)</b>	<b>Fair (2)</b>	<b>Poor (1)</b>
Color bright, characteristic of vegetable.	_____	_____	_____	_____
Texture firm but tender. Not too soft, mushy, or too hard.	_____	_____	_____	_____
Unless mashed, vegetable retains its shape.	_____	_____	_____	_____
Flavor mild, characteristic of vegetable. Not too strong or watered down.	_____	_____	_____	_____
Seasoning just right to bring out natural flavor of vegetable.	_____	_____	_____	_____
 Total score (20 for Excellent)		_____		

## Different Methods for Cooking Vegetables

### To Steam Vegetables

As a rule, it takes longer to steam vegetables than to cook them in water. Since the vegetables do not cook in water, more nutrients may be retained. However, the longer cooking time for some vegetables can cause greater loss of nutrients as well as undesirable color and flavor changes.

### To Bake Vegetables

Some vegetables, such as potatoes, onions, tomatoes, plantains, and squash, can be baked. Usually the vegetables are placed in a baking dish and covered with a sauce or topping.

Potatoes can be baked in their skins right on the oven rack. Bake potatoes at 219 °C [425° F.] for 50 to 60 minutes. As soon as they are done, slit the skin so the steam can escape. Otherwise the potatoes will become soggy. If you are baking other foods at lower temperatures, such as 177 °C [350° F.] or 191 °C [375° F.], you can bake potatoes at the same time. Just add 10 to 20 minutes to the original baking time for the potatoes.

### To Fry Vegetables

You can deep fat fry or panfry many vegetables. Potatoes are among the most popular deep-fat fried foods. Other vegetables, such as eggplant, mushrooms, cauliflower, and onion rings, are dipped in a batter before they are deep fat fried.

Cooked vegetables, such as potatoes and parsnips, may be panfried. Raw vegetables, such as onions, potatoes, and carrots, may also be panfried, but they take longer than do cooked vegetables. Sometimes a small amount of water is added and the pan covered so the vegetables cook in steam.

### To Cream Vegetables

You can add almost any cooked, seasoned vegetables to a hot medium cream sauce. The most popular ones are cauliflower, peas, carrots, potatoes, and celery. This is an excellent way to use leftover cooked vegetables.

### To Scallop Vegetables

You can combine cooked, seasoned vegetables with a medium cream sauce in a casserole. Top the mixture with bread crumbs and melted butter or margarine and bake only until heated through.

### To Glaze Vegetables

Cooked carrots, parsnips, or sweet potatoes can be cooked in a sauce of fat, brown sugar, and water in a frypan over low heat. They are cooked until well coated with a thick syrup. You can use frozen orange juice concentrate in place of water, or honey or maple syrup instead of sugar and water.



## Spices and Herbs for Cooking Vegetables

Vegetable	Spice or herb*
Asparagus	Mustard seed, sesame seed, or tarragon.
Beans, lima	Marjoram, oregano, sage, savory, tarragon, or thyme.
Beans, snap	Basil, dill, marjoram, mint, mustard seed, oregano, savory, tarragon, or thyme.
Beets	Allspice, bay leaves, caraway seed, cloves, dill, ginger, mustard seed, savory, or thyme.
Broccoli	Caraway seed, dill, mustard seed, or tarragon.
Brussels sprouts	Basil, caraway seed, dill, mustard seed, sage, or thyme.
Cabbage	Caraway seed, celery seed, dill, mint, mustard seed, nutmeg, savory, or tarragon.
Carrots	Allspice, bay leaves, caraway seed, dill, fennel, ginger, mace, marjoram, mint, nutmeg, or thyme.
Cauliflower	Caraway seed, celery salt, dill, mace, or tarragon.
Cucumbers	Basil, dill, mint, or tarragon.
Eggplant	Marjoram or oregano.
Onions	Caraway seed, mustard seed, nutmeg, oregano, sage, or thyme.
Peas	Basil, dill, marjoram, mint, oregano, poppy seed, rosemary, sage, or savory.
Potatoes	Basil, bay leaves, caraway seed, celery seed, dill, chives, mustard seed, oregano, poppy seed, or thyme.
Salad greens	Basil, chives, dill, or tarragon.
Spinach	Basil, mace, marjoram, nutmeg, or oregano.
Squash	Allspice, basil, cinnamon, cloves, fennel, ginger, mustard seed, nutmeg, or rosemary.
Sweetpotatoes	Allspice, cardamom, cinnamon, cloves, or nutmeg.
Tomatoes	Basil, bay leaves, celery seed, oregano, sage, sesame seed, tarragon, or thyme.

\* Pepper and parsley may be added to any of the above vegetables. Curry powder can be used with creamed vegetables.

USDA

## Cooking Guide for Dry Beans, Peas, and Lentils\*

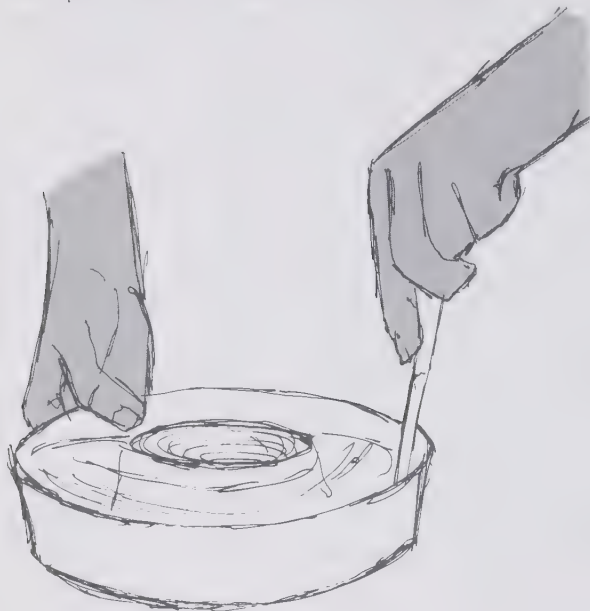
Vegetable 240 ml [1 cup]	Amount of Water		Approximate Boiling Time	Yield	
	ml	Cups		ml	Cups
Black beans	720	3	2	480	2
Black-eyed beans (black-eyed peas, cowpeas)	600	2½	½	600	2½
Cranberry beans	720	3	2	480	2
Great Northern beans	600	2½	1 to 1½	600	2½
Kidney beans	720	3	2	660	2¾
Lentils	480	2	½	600	2½
Lima beans, large	600	2½	1	600	2½
Lima beans, small	600	2½	1	480	2
Navy (pea) beans	720	3	1½ to 2	600	2½
Peas, whole	600	2½	1	600	2½
Pinto beans	720	3	2	600	2½
Soybeans	720	3	2½	600	2½
Split peas	480	2	⅓	600	2½

\* Soak peas and beans before cooking.

Adapted from USDA

## How To Unmold a Gelatin Salad

Dip a small pointed knife in warm water and run the tip around the edge of the mold to loosen it.



Place the plate on top of the mold, invert the plate and mold together, and shake gently to loosen the gelatin.



Rinse a serving plate in cold water so it will be easier to move the mold to the center of the plate.

Dip mold in warm water (do not use hot water) just to the rim of the mold for about ten seconds. Lift from the water, hold upright, and shake slightly to loosen the gelatin from the mold.



Lift off the mold and slide the gelatin into place in the center of the plate.

If the gelatin does not release, dip the mold in warm water again.



## How to Broil and Roast Meat

### To Broil Meat

Make slashes through fat on the edges. When fat cooks, it melts and shrinks, causing the meat to curl. By slashing the edges, you help keep the meat from curling up.

Place broiler pan so meat is 5 to 13 cm [2 to 5 inches] from the heat. Placement depends on the thickness of the meat—the thicker the meat, the farther from the heat.

<i>Meat Thickness</i>	<i>Distance from Heat</i>
2 to 2.5 cm [ $\frac{3}{4}$ to 1 inch]	5 to 7.6 cm [2 to 3 inches]
2.5 to 5 cm [1 to 2 inches]	7.6 to 13 cm [3 to 5 inches]

Broil until top is brown and the meat is slightly more than half-done inside. Season, if desired. Turn and brown other side.

### To Roast Meat

Place meat, fat side up, on a rack in an open, shallow roasting pan. As the fat melts, it automatically bastes the meat. Unless you wish to use a special sauce, additional basting is not necessary. The rack should hold the roast out of the drippings. The ribs in roasts such as standing rib or pork loin form a natural rack so the meat can be placed directly on the pan bottom. In either case, the pan should be large enough to hold the drippings.

Insert a meat thermometer so the bulb is centered in the largest muscle. Be sure the bulb does not touch bone or rest in fat—it will not give a true temperature reading.

Never add water or cover the pan. If you do, the meat will cook with moisture, not with dry heat.

Remove the roast when done and allow to stand for 15 to 20 minutes after cooking. It will carve more easily.

Make gravy from the drippings or serve the meat *au jus*. To serve *au jus* means to serve the natural meat drippings, with the fat skimmed off. Season the drippings to taste before serving.

# Timetable for Cooking Variety Meats

Kind	Broiled	Braised	Boiled
<i>Liver</i>			
Beef, 1.4-1.8 kg [3-4 lb.] piece		2-2½ hrs.	
Beef, sliced		20-25 min.	
Veal (calf), sliced	8-10 min.		
<i>Kidney</i>			
Beef		1½-2 hrs.	1-1½ hrs.
Veal, Pork	10-12 min.	1-1½ hrs.	¾-1 hr.
Lamb	10-12 min.	¾-1 hr.	¾-1 hr.
<i>Heart, whole</i>			
Beef		3-4 hrs.	3-4 hrs.
Veal, Pork, Lamb		2½-3 hrs.	2½-3 hrs.
<i>Tongue</i>			
Beef			3-4 hrs.
Veal			2-3 hrs.

Adapted from National Live Stock and Meat Board



# Timetable for Broiling Meat

Cut	Weight		Approximate Total Cooking Time in Minutes		
	Kilograms	Pounds	Rare	Medium	Well Done
<i>Beef</i>					
Steak, rib or top loin					
2.5 cm [1"]	0.45-0.7	1-1½	15	20	25
5 cm [2"]	0.9-1.1	2-2½	35	45	55
Sirloin steak					
2.5 cm [1"]	0.45-1.4	1⅓-3	20	25	30
5 cm [2"]	1.4-2.3	3-5	40	45	50
Ground beef patties					
2.5 cm [1"]	113 g	4 oz.	15	25	30
<i>Pork, Smoked</i>					
Ham slice					
2.5 cm [1"]	0.7-0.9	1½-2	Cook well done		20
Bacon			Cook well done		4-5
<i>Lamb</i>					
Chops, loin or rib					
2.5 cm [1"]	85-198 g	3-7 oz.			12
5 cm [2"]	170-397 g	6-14 oz.			22
Ground lamb patties					
2.5 cm [1"]	113 g	4 oz.			18

Adapted from National Live Stock and Meat Board

# Timetable for Roasting Meat

Cut	Weight		Doneness*	Approx. Cooking Time—Minutes Per Pound
	Kilograms	Pounds		
Beef—Oven Temperature 149 °C–163 °C [300° F.–325° F.]				
Rib	1.8–2.7	4–6	Rare	26–32
Rolled rib	2.3–3.2	5–7	Medium	34–38
			Well done	40–42
			Rare	32
Boneless rolled rump	1.8–2.7	4–6	Medium	38
			Well done	48
			Medium to well done	25–30
Veal—Oven Temperature 149 °C–163 °C [300° F.–325° F.]				
Leg	2.3–3.6	5–8	Well done	25–35
Loin	1.8–2.7	4–6	Well done	30–35
Pork, Fresh—Oven Temperature 163 °C–177 °C [325° F.–350° F.]				
Loin, Half	2.3–3.2	5–7	Well done	35–40
Leg (fresh ham)	5.4–7.2	12–16	Well done	22–26
Whole, bone in				
Lamb—Oven Temperature 149 °C–163 °C [300° F.–325° F.]				
Leg	2.3–3.6	5–8	Well done	30–35
Shoulder	1.8–2.7	4–6	Well done	30–35

\*Internal temperatures for beef, veal, and pork:

Rare—60 °C [140° F.]; Medium—71 °C [160° F.]; Well done—77 °C [170° F.]

For lamb: Well done—80–82 °C [175–180° F.]

Adapted from National Live Stock and Meat Board

### Score Card Roast Meat

	Excellent (4)	Good (3)	Fair (2)	Poor (1)
<i>Exterior</i>				
Nicely browned. Not charred.	_____	_____	_____	_____
Firm, tender crust. May be crisp, but not tough.	_____	_____	_____	_____
Flavorful with no burned or bitter taste.	_____	_____	_____	_____
<i>Interior</i>				
Cooked to desired doneness.	_____	_____	_____	_____
Tender, firm. Not tough, stringy, chewy, or mushy.	_____	_____	_____	_____
Moist.	_____	_____	_____	_____
Characteristic meat flavor.	_____	_____	_____	_____
Total score (28 for Excellent)		_____		

**Score Card**  
**Meat Cooked with Moist Heat or in Liquid**

	Excellent (4)	Good (3)	Fair (2)	Poor (1)
<i>Meat</i>				
Firm but tender. Not stringy, chewy, tough, or mushy.	_____	_____	_____	_____
Moist.	_____	_____	_____	_____
Holds shape. Does not fall apart.	_____	_____	_____	_____
Characteristic meat flavor.	_____	_____	_____	_____
<i>Sauce, if any</i>				
Flavorful. Just enough seasoning to bring out natural flavor of meat.	_____	_____	_____	_____
Desired consistency—not too thick or too thin.	_____	_____	_____	_____
Total score (24 for Excellent)		_____		

## How To Roast and Broil Poultry

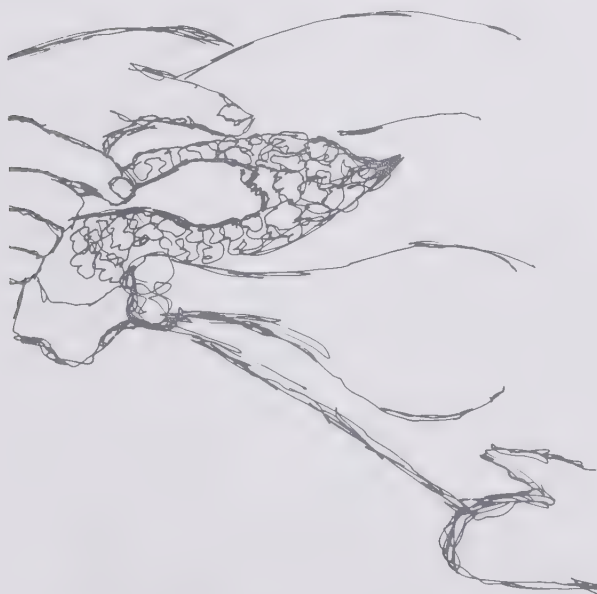
### To Roast

Allow poultry to thaw. Remove the bag containing the neck, heart, liver, and gizzard. This is usually in the body cavity, but may be in the neck cavity of large birds. Wash the bird thoroughly in cold running water. Drain.

Cook the neck and organs for the stuffing, if you wish.



Stuff the bird. Spoon the dressing into the bird loosely so there is room to expand. Stuff the neck cavity also.



Insert small metal skewers across the body cavity opening. Close the cavity by lacing string between the pins. You can also sew the cavity closed with a large needle and thread.

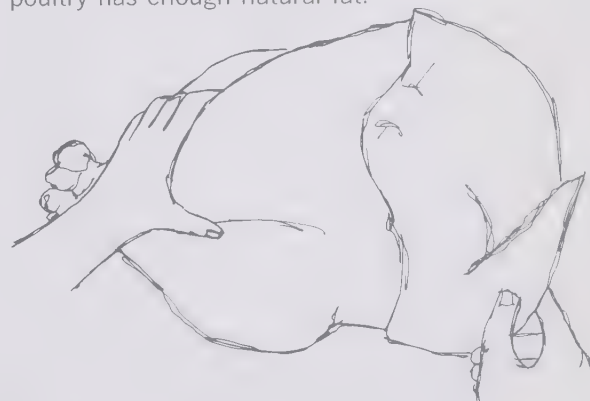
Tie a string around the tail and secure the legs to the tail.

Use a skewer to fasten the neck flap over the neck opening. You can also sew it down with a large needle and thread.



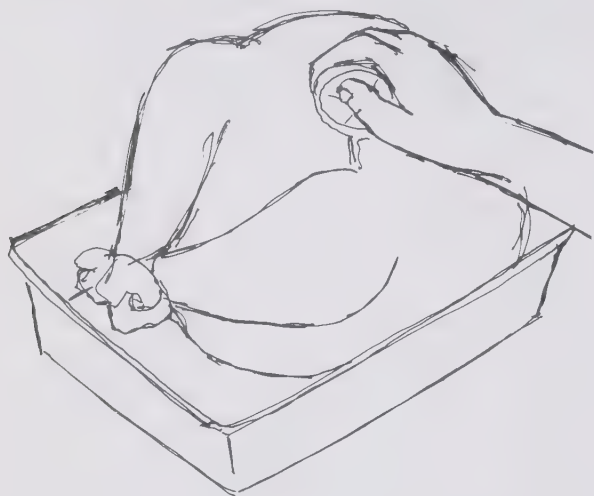
Secure the wings. You can tie the wings close to the body. However, when the string is removed, it leaves an unattractive line running across the bird's breast. This detracts from the appearance if you plan to carve the bird at the table. Another method is to fold the wings toward the back so the tips rest on the back. The wings will stay in this position.

To roast the poultry, place the bird breast-side up on a shallow rack in a roasting pan large enough to hold the drippings. Be sure the rack is high enough to keep the bird out of the juices and to allow heat to circulate evenly around the bird. Brush the turkey or chicken skin with melted butter or margarine. Other poultry has enough natural fat.





If you have a roast meat thermometer, insert it so the bulb is in the center of the inside thigh muscle or the thickest part of the breast meat. If the bird is stuffed, insert the thermometer into the center of the stuffing. Be sure the bulb does not touch bone or fat.



You may, if you wish, baste chicken or turkey occasionally. Duck and goose have ample fat under the skin which self-bastes as it melts.

When poultry is about two-thirds cooked, cut the string at the tail to release the legs. This allows heat to reach the heavy-meated part so it can brown. If excess browning occurs, cover the area with a loose tent of foil or a fat-moistened cloth.

Estimate the time the bird should cook and add about a half hour to it. This will give you a little leeway in case you misjudged the cooking time. Also, the bird should stand about 15 minutes after cooking so it is easier to carve.

For cooking unstuffed birds, deduct about 6 minutes a kilogram [3 minutes a pound] from the cooking time.

If you "roast" turkey in aluminum foil or in a special heavy-duty plastic cooking bag, the cooking time will be shortened. When cooking poultry in a plastic bag, follow instructions carefully. If you do not, the bag may burst while the poultry is cooking. Grease will spatter in the oven and may catch fire.

A self-basting turkey can be cooked without basting. Follow directions on the wrapping for time and temperature.

Turkey halves, quarters, or pieces may also be roasted. Follow the roasting method described on this sheet or follow the instructions on the wrapping.

### **To Broil**

- *Chicken.* Place on a rack in broiler pan, skin-side down. Brush with melted butter or margarine and season. Place broiler pan so top of chicken is about 10 cm [4 inches] below heat. Turn halfway through cooking period and brush with melted fat.

- *Turkey.* Place turkey skin-side down in broiler pan or any other shallow pan. Do not use a rack. Brush with melted butter or margarine and season. Place pan in broiler so top of turkey is about 23 cm [9 inches] from heat. Turn halfway through cooking period and baste with juices.

# Timetable for Roasting Poultry

Oven Temperature—163 °C [325° F.]

Internal temperature—82 to 85 °C [180 to 185° F.]

Kind	Ready-to-Roast Weight		Hours
	Kilograms	Pounds	
Chicken, whole Broiler, fryer, roaster	0.7-1.1	1½-2½	1-2
	1.1-2.0	2½-4½	2-3½
Turkey, whole	2.7-3.6	6-8	3-3½
	3.6-5.5	8-12	3½-4½
	5.5-7.3	12-16	4½-5½
	7.3-9.1	16-20	5½-6½
	9.1-11.0	20-24	6½-7
Turkey pieces, halves, quarters	1.4-3.6	3-8	2-3
	3.6-5.5	8-12	3-4
Boneless roasts	1.4-4	3-9	2½-3½
Ducks	1.8-2.7	4-6	2-3
Geese	2.7-3.6	6-8	3-3½
	3.6-5.5	8-10	3½-4½

Adapted from USDA and National Turkey Federation

### Score Card Roast Poultry

	Excellent (4)	Good (3)	Fair (2)	Poor (1)
<i>Exterior</i>				
Golden brown color. No charred or undercooked areas.	_____	_____	_____	_____
Crisp but not dry or chewy.	_____	_____	_____	_____
Firm, tender crust. Not tough or falling apart.	_____	_____	_____	_____
Flavorful. No burned taste.	_____	_____	_____	_____
<i>Interior</i>				
Firm, tender texture. Not dry or tough.	_____	_____	_____	_____
Moist.	_____	_____	_____	_____
Flavor typical of kind of poultry.	_____	_____	_____	_____
Total score (28 for Excellent)		_____		

## Timetable for Cooking Fish

Method of Cooking	Market Form	Amount for Six Servings		Cooking Temperature	Approximate Cooking Time (minutes)
		Kilograms	Pounds		
Baking	Dressed	1.4	3	177 °C [350° F.]	45 to 60
	Pan-dressed	1.4	3	177 °C [350° F.]	25 to 30
	Filletts or steaks	0.9	2	177 °C [350° F.]	20 to 25
	Frozen fried fish portions (12)	71-85 g	Each 2½-3 oz.	205 °C [400° F.]	15 to 20
	Frozen fried fish sticks (24)	21-35 g	Each ¾-1¼ oz.	205 °C [400° F.]	15 to 20
Broiling	Pan-dressed	1.4	3		10 to 16 (turning once)
	Filletts or steaks	0.9	2		10 to 15
	Frozen fried fish portions (12)	71-85 g	Each 2½-3 oz.		10 to 15
Charcoal Broiling	Frozen fried fish sticks (24)	21-35 g	Each ¾-1¼ oz.		10 to 15
	Pan-dressed	1.4	3	Moderate	10 to 16 (turning once)
	Filletts or steaks	0.9	2	Moderate	10 to 16 (turning once)
	Frozen fried fish portions (12)	71-85 g	Each 2½-3 oz.	Moderate	8 to 10 (turning once)
	Frozen fried fish sticks (24)	21-35 g	Each ¾-1¼ oz.	Moderate	8 to 10 (turning once)
Deep-Fat Frying	Pan-dressed	1.4	3	177 °C [350° F.]	3 to 5
	Filletts or steaks	0.9	2	177 °C [350° F.]	3 to 5
	Frozen raw breaded fish portions (12)	71-85 g	Each 2½-3 oz.	177 °C [350° F.]	3 to 5
Oven-Frying	Pan-dressed	1.4	3	260 °C [500° F.]	15 to 20
	Filletts or steaks	0.9	2	260 °C [500° F.]	10 to 15
Pan-Frying	Pan-dressed	1.4	3	Moderate	8 to 10 (turning once)
	Filletts or steaks	0.9	2	Moderate	8 to 10 (turning once)
	Frozen raw breaded or frozen fried fish portions (12)	71-85 g	Each 2½-3 oz.	Moderate	8 to 10 (turning once)
	Frozen fried fish sticks (24)	21-35 g	Each ¾-1¼ oz.	Moderate	8 to 10 (turning once)
Poaching Steaming	Filletts or steaks	0.9	2	Simmer	5 to 10
	Filletts or steaks	0.9	1½	Boil	5 to 10

Adapted from National Marine Fisheries Service

**Score Card**  
**Fish Cooked in Dry Heat**

	Excellent (4)	Good (3)	Fair (2)	Poor (1)
Golden brown exterior. No charred or underdone areas.	_____	_____	_____	_____
Crisp exterior. Not tough or dry.	_____	_____	_____	_____
Tender and flaky inside. Not tough or mushy.	_____	_____	_____	_____
Slightly moist.	_____	_____	_____	_____
Natural flavor well developed.	_____	_____	_____	_____
Well seasoned to bring out natural fish flavor.	_____	_____	_____	_____
Total score (24 for Excellent)		_____		



## How To Cook Eggs

### Cold Water Method

Cover the eggs in a pan with cold water, place lid on pan, and heat to boiling. Turn off the heat or remove from heat. For soft-cooked eggs, let stand 1 to 5 minutes, then cool in cold water for several seconds. For hard-cooked eggs, let stand in hot water for 15 minutes, then cool thoroughly in cold water.

### Simmering Water Method

First place eggs in a bowl of warm water to warm them so the shells do not crack when they are put in hot water. Fill a saucepan with enough water to cover eggs and bring to a boil. Transfer eggs from warm water to boiling water with a spoon. For soft-cooked eggs, remove from heat, cover, and let stand 6 to 8 minutes, then cool for several seconds. For hard-cooked eggs, reduce heat to keep water simmering for 20 minutes; cool eggs completely in cold water.

### Fried Eggs

Be sure the fat in the pan is hot enough so a drop of water sizzles. How do you drop eggs into the pan without breaking the yolk? The easiest way is to break an egg into a saucedish one at a time and slip it into the skillet. To cook the tops, you can baste them with the hot fat, turn them over, or cover with a lid for the last few minutes of cooking.

### Scrambled Eggs

Mix scrambled eggs in a bowl. If you try to mix them in the frypan, some parts may cook before you have a chance to mix them. If you like the eggs a uniform yellow, mix them thoroughly. If you like streaks of white and yellow, mix them just slightly. Pour the mixture into the heated fat. As the mixture begins to set on the bottom and sides, gently lift the cooked portion with a spatula. This allows the thin uncooked part to flow to the bottom. Avoid constant stirring—the mixture becomes mushy.

### Baked Eggs (Shirred Eggs)

Bake eggs in individual baking dishes or ramekins. Season and top with buttered crumbs.

### Poached Eggs

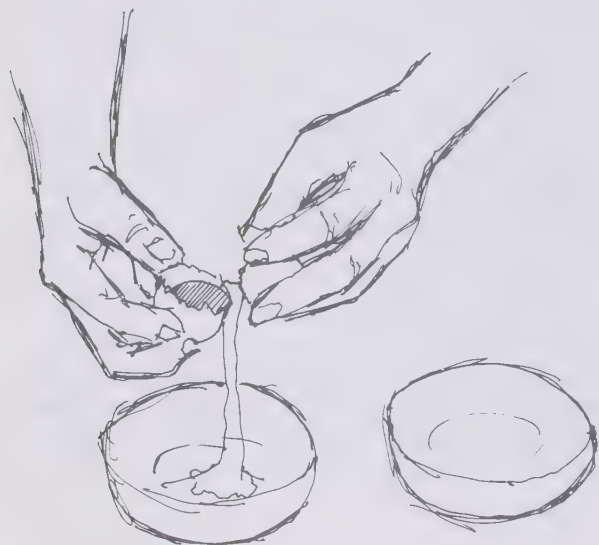
You can cook eggs without shells in water or other liquid, such as milk, cream, consommé, or soup. The liquid should be almost, but not quite, boiling. If it is too hot, the protein toughens and the egg whites appear puckered or ruffled. If the liquid temperature is too low, the eggs will not set quickly but will spread throughout the liquid. The egg will hold its shape better if you first break it into a saucedish. Then slip it carefully into the liquid, with the edge of the dish as near the water as possible. When done, remove carefully with a slotted spoon and let drain a few seconds before serving.

## How To Separate Eggs

To use egg whites as leavening agents, you must first separate the whites from the yolks. Eggs separate more easily when they are cold. Be sure to use clean, fresh eggs.

Place two dishes or cups side by side, one for the whites and one for the yolks. Have a large bowl for all the whites.

Crack the egg and separate the white into one dish. Be very careful not to break the yolk. It contains fat, which prevents the egg whites from being beaten to their full volume. If the white has any yolk, do not try to beat it. Refrigerate and use for meat loaf or scrambled eggs.



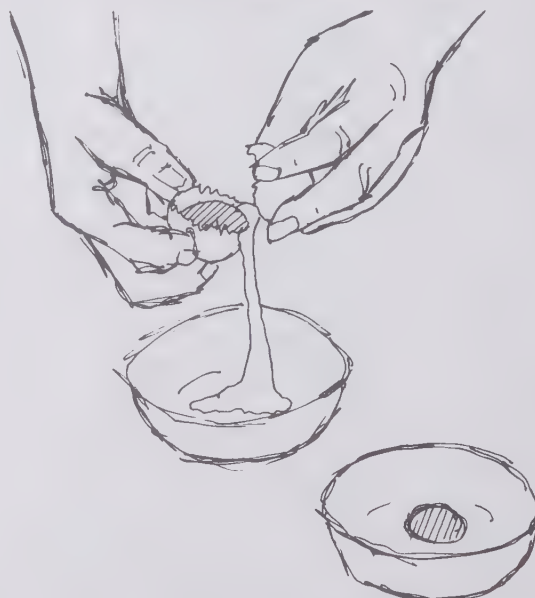
Put the yolk into the other dish.



Pour the white from the dish into the mixing bowl. Leave the yolk in the small dish.



Break the next egg and separate the white into the dish, not into the bowl. Keep the yolks together in the small dish. Repeat this process for each egg. This may seem like wasted effort, but it can save you time and money. If you are separating an egg directly into the bowl of whites and break the yolk, you will ruin a whole bowl of egg whites.



## How To Select Fruits and Vegetables for Preserving

Use only firm, ripe fresh fruits and vegetables for either canning or freezing. Good quality at the start will help you to have good quality in the finished product. Remember, canning or freezing cannot improve the quality of the food.

Buy only as much as you can handle at one time. Fresh produce must be processed immediately to keep its quality.

Handle fruits and vegetables gently to avoid bruising them. Sort the food for ripeness. Spread underripe fruits and vegetables on trays or on a table to finish ripening.

Wash all food carefully in clean, cold water, two or three times. Remove all soil. Use a vegetable brush, if necessary. Soil may contain bacteria that are hard to destroy. Dirt and soil settle to the bottom of the

water, so lift the food out of the water each time. If you pour the water off, dirt and soil may stick to the food.

Never allow fruits and vegetables to stand in water for any length of time. They will lose nutrients and flavor.

Do not preserve foods that are spoiled, bruised, or have other blemishes.

Do not preserve fruits or vegetables that show signs of mold. Processing may stop or kill the mold. However, the food may still have an off-flavor that cannot be destroyed by freezing or canning.

Remove stems, hulls, cores, pits, seeds, or skins, as specified in the recipe.

Large fruits and vegetables can be cut into halves or quarters. Keep pieces as uniform as possible.

## How To Blanch Vegetables for Freezing

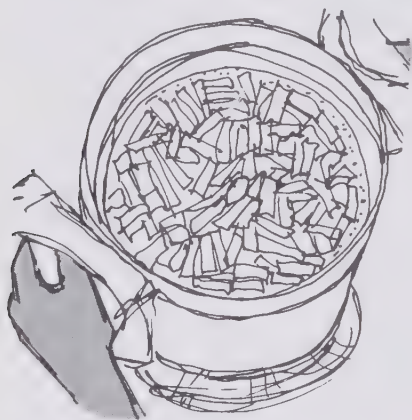
Enzymes in vegetables are destroyed by blanching. This means the food is partially cooked by boiling or steaming. For home use, boiling is a more convenient method.

To blanch vegetables, use a large kettle with a lid. You will need a container such as a perforated metal basket, wire basket, or cheesecloth to hold the food in the boiling water. When the kettle is filled with water, there should be enough room for the container of vegetables and for the water to bubble without boiling over.

Sort and clean the vegetables. Prepare them as you would for cooking. Remember that small pieces freeze faster than large ones.

Blanch only a small amount of vegetables at a time—about 454 g [1 pound]. If you try to work with a larger amount, some of the vegetables may not be properly blanched and may spoil when frozen. If you wash more than you can handle at one time, refrigerate them until you are ready to blanch them.

Put the vegetables into the perforated container or make a cheesecloth bag. When the water in the kettle is at a good rolling boil, plunge the container of vegetables into it. Begin to count the time as soon as the vegetables are put in the water. Cover the kettle, keep the heat on high, and continue to heat the water. Blanch the vegetables for the number of minutes given in the chart, H-51, "Timetable for Blanching Vegetables in Water."



When the time is up, remove the vegetables from the boiling water. Cool them immediately in ice water or in cold running water. If you use ice water, add ice periodically to be sure it stays cold.



The same water can be used over and over for blanching. Before you add the vegetables, however, be sure it is at a rolling boil.

When the vegetables are thoroughly cold, drain them well. Pack into containers. Allow 2.5 cm [1 inch] of head space between the food and lid for expansion.

## Timetable for Blanching Vegetables in Water

At altitudes of 1.6 km [5,000 feet] or more, add one minute to the blanching time.

Vegetable	Minutes of Blanching
Asparagus—cut in desired length . . . . .	2 to 4
Beans, lima—beans or pods . . . . .	2 to 4
Beans, green or wax—cut or whole . . . . .	3 to 4
Broccoli—split lengthwise, 2.5 cm [1 inch] thick . . . . .	3
Brussels sprouts—whole heads, small or large . . . . .	3 to 5
Carrots—sliced or diced . . . . .	2
Carrots—small whole . . . . .	5
Cauliflower—2.5 cm [1-inch] pieces . . . . .	3
Celery—2.5 cm [1-inch] pieces . . . . .	3
Corn, whole grain—cut from cob . . . . .	4
Greens—all kinds . . . . .	2 to 3
Kohlrabi—1.3 cm [ $\frac{1}{2}$ -inch] cubes . . . . .	1
Okra—whole pods . . . . .	3 to 4
Peas, black-eyed—shelled . . . . .	2
Peas, green—shelled . . . . .	$1\frac{1}{2}$
Potatoes, new—2.5 cm [1-inch] diameter . . . . .	4
Rutabagas—1.3 cm [ $\frac{1}{2}$ -inch] cubes . . . . .	2
Squash, summer—1.3 cm [ $\frac{1}{2}$ -inch] slices . . . . .	3
Turnips—1.3 cm [ $\frac{1}{2}$ -inch] cubes . . . . .	2
Pumpkin and winter squash should be cooked and pureed. Cook sweet potatoes until tender.	
Simmer tomatoes 5 to 10 minutes.	

Adapted from USDA Btn. No. 10, "Home Freezing of Fruits and Vegetables."



## How To Freeze Fresh Fruit

Before fruit can be frozen, the enzyme action must be stopped. This is done by using ascorbic acid or sugar or both. To use the ascorbic acid, follow the directions on the package. Drain fruit thoroughly. Sugar can be added either dry or as a syrup:

- *Dry Sugar Method.* This works well with juicy berries or fruits cut into small pieces. Coat fruit with ascorbic acid and drain. Add dry sugar, about 200 g [1 cup] for 454 g [1 pound] of fruit. Mix fruit and sugar lightly until the fruit is completely coated. Allow mixture to stand. In a short time, the sugar draws the juice from the fruit and dissolves into a thick syrup. When packing, cover the fruit with syrup. If there is not enough syrup, add just enough cold water to bring the liquid level to the top of the food.

- *Syrup Method.* The syrup may be thin, medium, or heavy, depending on the percentage of sugar to water. As a rule, medium syrup is used for most fruits. Heavy syrup is used for sour fruits, such as plums, and thin syrup with sweet fruits, such as peaches. Prepare the syrup ahead of time and chill it thoroughly. Add ascorbic acid according to manufacturer's directions. When packing fruit into containers, add enough syrup to cover the top of the fruit.

- *Unsweetened Pack Method.* Fruit may be packed without sugar or syrup. Add ascorbic acid. You can also add water or juice from the fruit without sweetening. Pack into containers.

## How To Can Fruits and Vegetables

### Select the Food

Decide how many jars of each food you want. Buy only enough food to meet your needs. See chart, H-54, "Amounts of Food To Buy for Canning." Remember, once you buy the food it must be canned immediately so it does not begin to lose quality.

Sort and clean the food. Prepare only enough for one canner load at a time.

### Pack and Process the Food

Wash jars, lids, sealing bands, and rubber rings in hot soapy water. Rinse thoroughly. Cover jars with hot water and do not remove them until needed. Follow manufacturer's directions for preparing lids.

Pack food into jars, usually with a liquid. You can use one of two methods—hot pack or raw pack.

- *Hot Pack Method.* This method calls for a short pre-cooking and can be used for almost all foods. Vegetables can be cooked in plain liquid or seasoned. Fruits are generally cooked in a syrup, the same types used for freezing. Pack the boiling hot food into clean hot jars.

- *Raw Pack Method (Cold Pack Method).* This method is used only for fruits. Prepare syrup, water, or fruit juice ahead of time and keep at boiling. Pack cold or raw fruit into clean jar. Add boiling liquid.

You may can fruits without sugar, and vegetables without salt. This may be necessary for someone on a special diet. Follow directions for either the hot pack or raw pack method.

When packing food into jars, have enough liquid in the jar to cover the top of the food. For fruits, leave a space of 1.3 cm [ $\frac{1}{2}$  inch] between the food and the lid for expansion. Leave 2.5 cm [1 inch] of space for vegetables.

When the jar is packed, run a spatula or table knife into the jar along the sides. This releases any bubbles trapped inside. Do not use a sharp knife as it may damage the food. Add more liquid, if necessary, to cover the food.

Wipe the top of the jar with a clean, damp cloth. Food particles or syrup could prevent the jar from sealing. Place lid on jar:

- *One-piece metal lid.* Screw the lid on tight by hand, then loosen it about 0.6 cm [ $\frac{1}{4}$  inch] so air bubbles can escape during processing.

- *Two-piece metal lid.* Place lid on jar with sealing compound next to glass. Tighten screw band firmly by hand. The design of the lid allows air bubbles to escape during processing.

Process jars immediately, using either the boiling hot water bath or the pressure canner. Follow temperature and time in charts, H-55, "Timetable for

Boiling Hot Water Bath" and H-56, "Timetable for Pressure Canner."

After processing, remove the jars from the canner and place on a rack or clean towel to cool. Allow space between jars for air circulation. Do not set hot jars in a draft—they may crack. Do not cover them—they will take longer to cool.



If jars have a one-piece metal lid, slowly screw it tight by hand. Turn slowly—quick turns may cause the rubber ring to slip and break the seal. Do not use any mechanical tightening device.

**DO NOT TIGHTEN SCREW BANDS IN TWO-PIECE LIDS—YOU WILL BREAK THE SEAL.**

If any liquid boiled out during the processing, do not open jars to add more liquid. The seal will be broken and the jars will have to be reprocessed.

Let jars cool 12 to 24 hours or until they are thoroughly cool.

### Test the Seal

Test the lids to make sure the jars are sealed:

- *One-piece metal lid.* Tilt jar over about halfway. If it does not leak, the seal is tight. Also, the top of the lid in the center should be low. This means there is a vacuum and a tight seal.

- *Two-piece metal lid.* One of three tests can be used:

- Press the center of the lid. If the lid is down and will not move, the jar is sealed.
- Tap the center of the lid with a spoon. A clear ringing sound means a good seal.
- Tilt the jar slightly. If it does not leak, the seal is tight.



Remove the screw band from the two-piece lid carefully.

If the seal is not tight, you have two choices:

- Refrigerate the food or use it as soon as possible.

or

- Reprocess the food in a new jar and with a new lid.

Wipe off jars. Label each jar, including food and date. Store in a cool, dry place.



## Amounts of Food To Buy for Canning

Food	Amount Needed for 0.9ℓ [1-Quart] Jar	
	Kilograms	Pounds
<i>Fruits</i>		
Apples	1.3 to 1.5	2½ to 3
Berries, except strawberries	0.7 to 1.5	1½ to 3
Cherries, unpitted	0.9 to 1.3	2 to 2½
Peaches	0.9 to 1.5	2 to 3
Pears	0.9 to 1.5	2 to 3
Plums	0.7 to 1.3	1½ to 2½
<i>Vegetables</i>		
Asparagus	1.3 to 2	2½ to 4½
Beans, green	0.7 to 1.3	1½ to 2½
Beets, without tops	0.9 to 1.7	2 to 3½
Carrots, without tops	0.9 to 1.5	2 to 3
Corn, sweet, in husks	1.5 to 3.5	3 to 6
Okra	0.7	1½
Peas, green, in pods	1.5 to 3.5	3 to 6
Pumpkin and winter squash	0.7 to 1.5	1½ to 3
Spinach and other greens	0.9 to 3.5	2 to 6
Squash, summer	0.9 to 1.9	2 to 4
Sweet potatoes	0.9 to 1.5	2 to 3
Tomatoes	1.3 to 1.7	2½ to 3½

Adapted from USDA Btn. No. 8, "Home Canning of Fruits and Vegetables."

### Timetable for Boiling Hot Water Bath

Time shown is the same for both hot pack and raw pack,  
unless otherwise indicated.

Altitude: 310 m [1,000 feet]  
Temperature: 100 °C [212° F.]

Food	Minutes	
	Pints	Quarts
Apples	15	20
Applesauce	10	10
Apricots	25	30
Berries, except strawberries	10	15
Cherries, raw pack	20	25
hot pack	10	15
Fruit juices	5	5
Peaches, pears, raw pack	25	30
hot pack	20	25
Plums	20	25
Rhubarb	10	10
Tomatoes, raw pack	35	45
hot pack	10	10

If you live at an altitude of 310 m [1,000 feet] or more, add the following times to those given above.

Altitude		Add Time	
Meters	Feet	20 Minutes or Less Add	More than 20 Minutes Add
310 m	1,000 feet	1 minute	2 minutes
620 m	2,000 feet	2 minutes	4 minutes
930 m	3,000 feet	3 minutes	6 minutes
1.2 km	4,000 feet	4 minutes	8 minutes
1.6 km	5,000 feet	5 minutes	10 minutes
1.9 km	6,000 feet	6 minutes	12 minutes
2.2 km	7,000 feet	7 minutes	14 minutes
2.5 km	8,000 feet	8 minutes	16 minutes
2.8 km	9,000 feet	9 minutes	18 minutes
3.1 km	10,000 feet	10 minutes	20 minutes

Adapted from USDA Btn. No. 8, "Home Canning of Fruits and Vegetables."



### Timetable for Pressure Canner

10 pounds pressure at an altitude of 620 m [2,000 feet] or less. The time shown is the same for both hot and raw pack unless otherwise indicated.

Vegetable	Minutes	
	1 L Pints	1 L Quarts
Asparagus	25	30
Beans, green and wax	20	25
Beans, lima	40	50
Beets	30	35
Carrots	25	30
Corn (whole grain)	55	85
Greens, all kinds	70	90
Hominy	60	70
Okra	25	40
Peas, fresh black-eyed	35	40
Peas, green, shelled	40	40
Potatoes, cubed	35	40
whole	30	40
Pumpkin, strained	65	80
Squash, summer, raw pack	25	30
hot pack	30	40
Squash, winter	65	80
Sweet potatoes, packed in water	55	90

At altitudes above sea level, it takes more than 10 pounds pressure to reach 116 °C [240° F.]. If you live at an altitude of 630 m [2,000 feet], process vegetables at 11 pounds pressure. At 1.2 km [4,000 feet], use 12 pounds pressure; at 1.9 km [6,000 feet], 13 pounds pressure; at 2.5 km [8,000 feet], 14 pounds pressure; at 3.1 km [10,000 feet], 15 pounds pressure.

A weighted gauge may need to be corrected for altitude by the manufacturer.

Adapted from USDA Btn. No. 8, "Home Canning of Fruits and Vegetables."



## How To Make Jelly

To make jelly, you need the right amounts of pectin, acid, fruit, and sugar.

- **Pectin.** Pectin occurs in all fresh fruits. It causes fruit juice to gel or thicken. Without pectin, no fruit jelly is possible. Some fruits, such as tart apples and Concord grapes, have enough natural pectin to make jelly. Others, however, such as strawberries, need added pectin, which can be bought commercially. You can find out whether a fruit juice has enough pectin to make jelly by using one of the following tests:

Mix 10 ml [2 teaspoons] sugar, 15 ml [1 tablespoon] epsom salts, and 30 ml [2 tablespoons] cooked fruit juice. Stir well. Let stand 20 minutes. If the mixture forms into a semi-solid mass, the juice contains enough pectin. When you have the results, throw the test sample away—do not eat it.

You can also test for pectin by cooking 60 ml [ $\frac{1}{4}$  cup] of juice with 33 g [ $2\frac{1}{2}$  tablespoons] sugar. It will gel if there is enough pectin.

- **Commercial pectin.** If the juice does not have enough pectin, add a commercial pectin. It comes in two forms—liquid and powdered. Either is satisfactory, but must be used with recipes developed by the manufacturer. These are enclosed with the container of pectin. Many people like to use commercial pectin when making jam—it cuts down on cooking time, so fruits retain their color and texture.

- **Acid.** Acid determines how sour the fruit is. It is needed for flavor, and it also helps the juice to gel. Use fruit that is firm and just ripe—soft, overripe fruit has less acid.

- **Fruit.** Fruit gives jelly flavor and color. It furnishes all or part of the pectin and acid needed. Fruit is cooked and strained to separate the juice from the pulp. Only the juice is used for making jelly. You can also use commercially canned or frozen fruit juice. However, commercial pectin must be added or it will not gel. The high heat used in processing commercial fruit juice destroys the pectin.

- **Sugar.** Sugar helps in gel formation. It also gives flavor and acts as a preserving agent. The amount of sugar to be added is determined by the pectin content of the juice. Be sure to follow the recipe carefully.

### Equipment

To make jelly, you will need a large kettle, at least 7.6 to 9.5 l [8 to 10 quarts], with a broad, flat bottom. This size allows the jelly mixture to come to a full rolling boil without boiling over.

You will also need a jelly bag for straining the juice from the fruit. It may be made of several thick-

nesses of closely woven cheesecloth or cotton flannel with the napped side inward. The jelly bag should rest in a colander or on a stand over a large bowl or pan to catch the juice.

A cooking thermometer will help you to bring the jelly to the correct temperature. Also, be sure to have a long-handled spoon for skimming and a ladle for pouring.

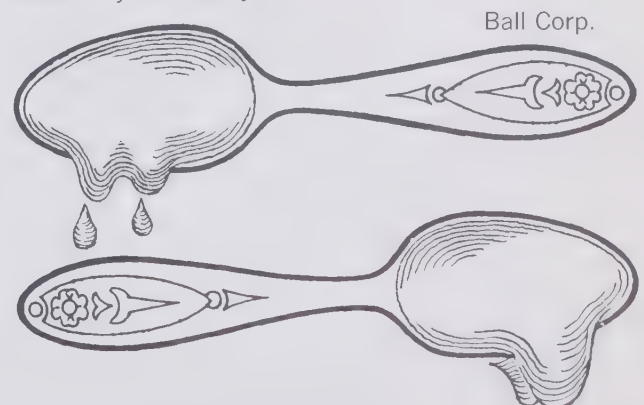
Jelly glasses or jars may be used. Jelly glasses have simple metal lids which cannot be used in the hot water bath so they must be sealed with paraffin. Glasses must be sterilized before using: Place them in a deep pan and cover with water. Bring to boiling and boil 15 minutes. Remove container from heat. Leave glasses in water until you are ready to use them.

Jelly jars generally have the two-piece lid and can be processed in the hot water bath. Prepare jelly jars and lids as you would for canning.

### To Prepare Fruit

Select a mixture of slightly underripe and ripe fruit. Prepare only enough fruit for one recipe and complete it as quickly as possible. Sort and wash fruit. Do not peel. Cut hard fruit, such as crabapples, quinces, and apples, into pieces. Do not remove cores. Berries and currants may be crushed slightly.

Prepare jelly according to recipe instructions. If you are making jelly without commercial pectin, you will need to test it for the jelling point. This is the point at which the mixture is thick enough to gel. Dip a metal spoon in the boiling jelly. Lift spoon out of jelly and hold up sideways. As jelly nears the jelling point, it will drop from the side of the spoon in several definite drops. Continue testing. When the drops run together and slide off in a sheet from the side of the spoon, the jelly is finished. If you use a thermometer, boil the jelly until it reaches a temperature 4 °C [8° F.] higher than the boiling point of water in your locality.



**To Process Jelly**

Fill jars to within 1.3 cm [ $\frac{1}{2}$  inch] of the top with boiling jelly. Wipe top. Put on lid. Process jelly five minutes in the hot water bath.

**To Seal Glasses with Paraffin**

Sterilize glasses before filling. Melt paraffin over low heat, but do not allow to smoke. **BE SAFE:** *Too high a heat can cause paraffin to smoke and catch fire.*

Fill glasses within 1.3 cm [ $\frac{1}{2}$  inch] of the top. Wipe off any liquid on exposed inside edge of glass.

Cover immediately with a 0.3 cm [ $\frac{1}{8}$ -inch] layer of hot paraffin. A single, thin layer of paraffin holds a seal better than a thick layer.

To insure a good seal, paraffin must touch all sides of the glass. Slightly rotate glass so paraffin will stick to the sides of the glass above the jelly surface. Prick any air bubbles in the paraffin. Bubbles cause holes to appear as the paraffin hardens, and an imperfect seal may result. Allow glasses to stand until paraffin hardens.

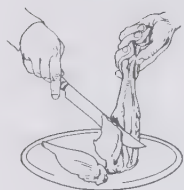
Let jelly cool. Wipe off glasses. Store in cool, dry place.

# How To Carve a Turkey

## TRADITIONAL CARVING METHOD



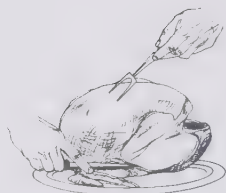
**1. Remove drumstick and thigh** — To remove drumstick and thigh, press leg away from body. Joint connecting leg to backbone will oftentimes snap free or may be severed easily with knife point. Cut dark meat completely from body by following body contour carefully with knife.



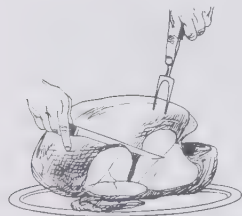
**2. Slicing dark meat** — Place drumstick and thigh on separate plate and cut through connecting joint. Both pieces may be individually sliced. Tilt drumstick to convenient angle, slicing towards plate as shown in illustration.



**3. Slicing thigh** — To slice thigh meat, hold firmly on plate with fork. Cut even slices parallel to the bone.

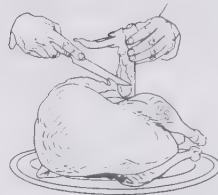


**4. Preparing breast** — In preparing breast for easy slicing, place knife parallel and as close to wing as possible. Make deep cut into breast, cutting right to bone. This is your base cut. All breast slices will stop at this vertical cut.



**5. Carving breasts** — After base cut, begin to slice breast. Carve downward, ending at base cut. Start each new slice slightly higher up on breast. Keep slices thin and even.

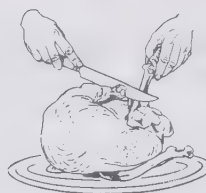
## NEW SIDE CARVING METHOD



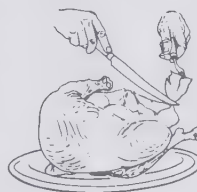
**1. Carving position** — Place turkey on its side, breast away from carver. Remove wing tip and first joint. Hold tip firmly, lift up, and sever at joint. Set this aside for other dishes and leave second joint of wing attached to turkey.



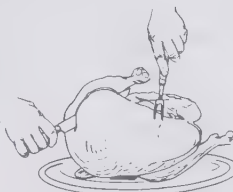
**2. Remove drumstick** — Slice dark meat off drumstick and thigh until thigh bone is exposed. Lift drumstick and cut off at thigh joint. Slice meat from drumstick.



**3. Cut away thigh bone** — Steady turkey with fork. Run knife point completely around thigh bone, loosening it. Pry one end up, grasp and pull free. With thigh bone gone, generous portions of dark meat can be sliced from turkey.



**4. Slicing dark meat** — Slice dark meat away from turkey just above removed thigh bone. As you work deeper into the meat, you will discover the "oyster." This choice piece may be lifted whole from spoon-shaped section of backbone.



**5. Slicing white meat** — Breast meat, like dark meat, is much easier to carve if turkey stands 20 to 30 minutes after roasting. Make deep vertical cut in breast just in front of wing joint to serve as base for all breast meat slices.



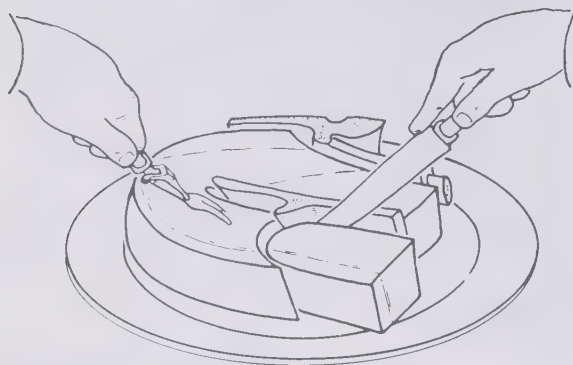
**6. Breast slices** — Start from center of breast and cut toward you, making large, even slices. When more slices are needed, turn turkey and repeat process. Remove stuffing from a hole cut under thigh.

National Turkey Federation

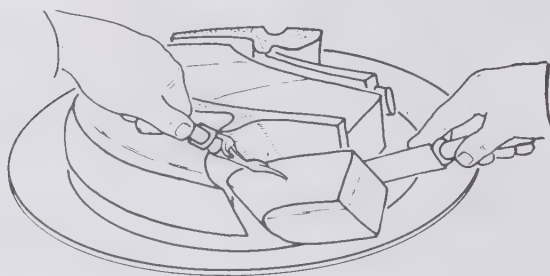


## How To Carve a Blade Pot Roast

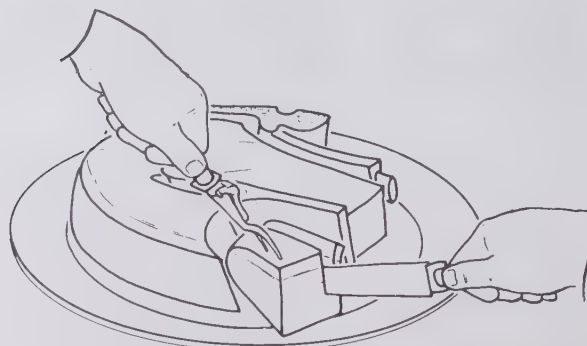
Place the pot roast on the platter with the rib and back bones away from the carver. It is best to carve this roast by separating the muscles at the seams and along the bones.



Remove the first section to be carved by cutting between the muscles and bone. Set it up on edge.



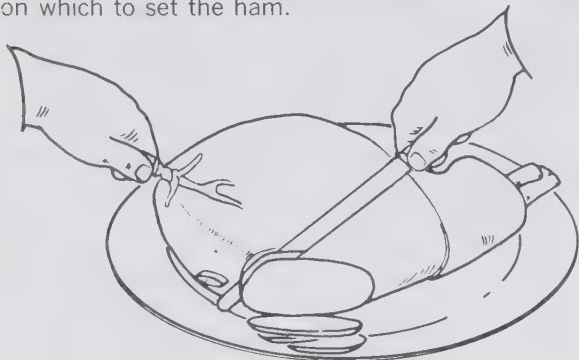
With the fork holding the meat firmly, carve across the grain. Continue carving the rest of the roast, following the above pattern.



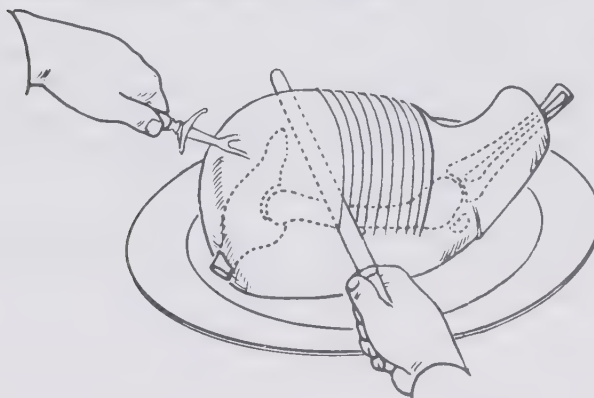
National Live Stock and Meat Board

## How To Carve a Baked Whole Ham

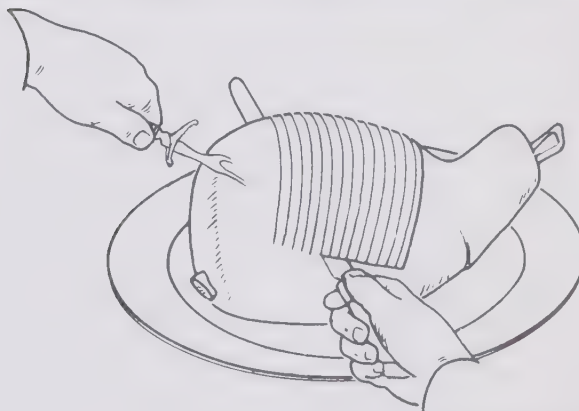
Place the ham on the platter with the decorated side up and the shank to the carver's right. Remove several slices from the thin side to form a solid base on which to set the ham.



Turn the ham on its base. Starting at the shank end, remove a small wedge cut. Then carve perpendicular to the leg bone as shown.



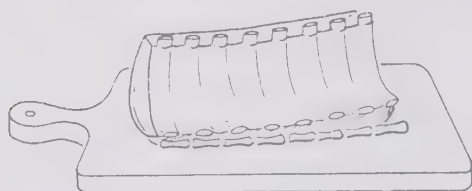
Release slices by cutting under them and along the leg bone, starting at the shank end. For additional servings, turn ham over to the original position and make slices to the bone. Release and serve.



National Live Stock and Meat Board

## How To Carve a Pork Loin Roast

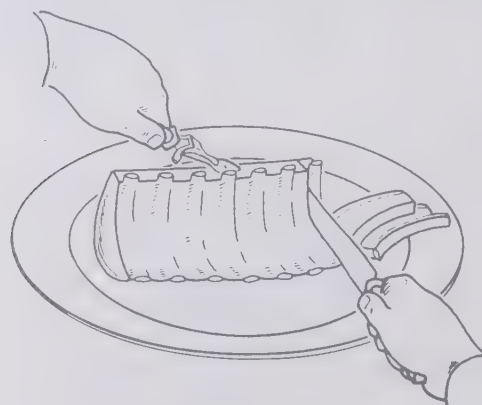
Have retailer saw backbone free from ribs for easier carving. Saw cut should not cut into meaty center.



Before the roast is brought to the table, remove the backbone. Do this by cutting close along the bone, leaving as much meat on the roast as possible. Place roast with bone side facing carver.



Insert the fork in the top of the roast. Make slices by cutting close along each side of the rib bone. One slice will contain the rib, the next will be boneless.



National Live Stock and Meat Board

## Basic Herbs and Spices

### Spices

- *Cinnamon*. Can be purchased ground or in sticks. Ground cinnamon can be used in beverages, desserts, puddings, baked or cooked fruits, meat, and poultry. Stick cinnamon is used in beverages, cooked fruits, and in making pickles and relishes.

- *Nutmeg*. Can be purchased whole or ground. The whole nutmeg must be grated before it can be used. You can use a small nutmeg grater or a kitchen grater. One whole nutmeg makes approximately 15 ml [3 teaspoons] grated nutmeg. Use in beverages, cakes, fruits, pastries, puddings, meat, fish, and poultry.

- *Cloves*. Can be purchased either whole or ground. Whole cloves are frequently inserted into a baked ham or cooked whole fruit to create a decorative design as well as to give flavor. If whole cloves are not needed as a garnish, remove them before serving so no one bites into one. Use ground cloves in cakes, cookies, sauces, vegetables, meats, fish, and eggs.

- *Ginger*. Available crystallized or ground. Crystallized ginger has been cooked in a heavy syrup and coated with sugar. Use it in desserts, fruits, pickles, and in Polynesian recipes. Ground ginger is used in desserts, meats, fish, poultry, pickles, preserves, and vegetables.

- *Mace*. Available only ground. It is used in breads, cakes, fruits, vegetables, meats, and fish.

### Herbs

- *Basil*. Grows readily in most parts of the United States. It goes especially well with tomatoes and tomato-base recipes. Use it in salads, soups, and cheese dishes.

- *Bay Leaf*. Has a flavor that tends to dominate so it should be used sparingly. Use it in soups, stews, pot roasts, vegetables, and in custards.

- *Mint*. A hardy perennial that can grow almost anywhere. Use it in fruit cocktail and juices, beverages, desserts, scrambled eggs, meats, fish, salads, sauces, and vegetables. Mint sauce or jelly is often served with lamb.

- *Oregano*. A common herb in Italian cooking, it became popular in the United States when pizza was introduced. Use it in salads, sauces, vegetables, and meats.

- *Rosemary*. Generally associated with lamb dishes. However, it can also be used for beef and veal as well as in soups and with fish, poultry, and vegetables.

- *Sage*. Can be used in almost any food. Many people limit it to poultry stuffing, but it is also used in cream soups and chowders, broiled fish, dumplings, vegetables, stews, and meat loaves.

- *Tarragon*. Has a distinctive, highly aromatic flavor—so use it sparingly. Try it on fish, seafood, chicken, sauces, chowders, salads, and vegetables.





Ramada Inn, Peoria, Ill.

**FORMER EMPLOYERS** (LIST BELOW LAST FOUR EMPLOYERS, STARTING WITH LAST ONE FIRST.)

DATE MONTH AND YEAR	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	REASON FOR LEAVING
FROM				
TO				
FROM				
TO				
FROM				
TO				
FROM				
TO				

**REFERENCES:** GIVE BELOW THE NAMES OF THREE PERSONS NOT RELATED TO YOU, WHOM YOU HAVE KNOWN AT LEAST ONE YEAR.

NAME	ADDRESS	BUSINESS OR OCCUPATION	YEARS ACQUAINTED
1			
2			
3			

**PHYSICAL RECORD:**

LIST ANY PHYSICAL DEFECTS

WERE YOU EVER INJURED? \_\_\_\_\_ GIVE DETAILS \_\_\_\_\_

HAVE YOU ANY DEFECTS IN HEARING? \_\_\_\_\_ IN VISION? \_\_\_\_\_ IN SPEECH? \_\_\_\_\_

IN CASE OF  
EMERGENCY NOTIFY \_\_\_\_\_

NAME

ADDRESS

PHONE NO.

I AUTHORIZE INVESTIGATION OF ALL STATEMENTS CONTAINED IN THIS APPLICATION. I UNDERSTAND THAT MISREPRESENTATION OR OMISSION OF FACTS CALLED FOR IS CAUSE FOR DISMISSAL. FURTHER, I UNDERSTAND AND AGREE THAT MY EMPLOYMENT IS FOR NO DEFINITE PERIOD AND MAY, REGARDLESS OF THE DATE OF PAYMENT OF MY WAGES AND SALARY, BE TERMINATED AT ANY TIME WITHOUT ANY PREVIOUS NOTICE.

DATE \_\_\_\_\_ SIGNATURE \_\_\_\_\_

**DO NOT WRITE BELOW THIS LINE**

INTERVIEWED BY \_\_\_\_\_ DATE \_\_\_\_\_

**REMARKS:** \_\_\_\_\_

NEATNESS	CHARACTER
PERSONALITY	ABILITY

HIRED	FOR DEPT.	POSITION	WILL REPORT	SALARY WAGES
APPROVED: 1.		2.		3.
	EMPLOYMENT MANAGER		DEPT. HEAD	GENERAL MANAGER

# Recipe Masters

Each recipe is followed by a food and equipment checklist.

- |  |  |
|--|--|
| <b>R-1</b> Apple-Cheddar Fondue        | <b>R-25</b> Hawaiian Chicken Salad               |
| <b>R-2</b> Apple Pie                   | <b>R-26</b> Huevos Rancheros (Ranch-Style Eggs)  |
| <b>R-3</b> Bacon Chive Rice            | <b>R-27</b> Hush Puppies                         |
| <b>R-4</b> Banana Bundt Cake           | <b>R-28</b> Liver Stroganof                      |
| <b>R-5</b> Broccoli-Onion Casserole    | <b>R-29</b> Quick Enchilada Casserole            |
| <b>R-6</b> Broiled Salmon Steaks       | <b>R-30</b> Neopolitan Casserole                 |
| <b>R-7</b> Brownies                    | <b>R-31</b> Old-Fashioned Walnut Bread           |
| <b>R-8</b> Caesar Salad                | <b>R-32</b> Peanut Pear Salad                    |
| <b>R-9</b> Cheese Omelet               | <b>R-33</b> Pizza                                |
| <b>R-10</b> Cheese Soufflé             | <b>R-34</b> Popcorn in a Bundle                  |
| <b>R-11</b> Cinnamon Cake              | <b>R-35</b> Pumpkin Custard                      |
| <b>R-12</b> Coney Islands              | <b>R-36</b> Sautéed Apple Rings                  |
| <b>R-13</b> Cream Cheese Icing         | <b>R-37</b> Sautéed Collard Greens               |
| <b>R-14</b> Creamy Dill Sauce          | <b>R-38</b> Scandinavian Spice Cookies           |
| <b>R-15</b> Creative Casseroles        | <b>R-39</b> Scrapple                             |
| <b>R-16</b> Creole Spaghetti           | <b>R-40</b> Stuffed Cabbage Rolls                |
| <b>R-17</b> Crepes                     | <b>R-41</b> Surprise Burgers                     |
| <b>R-18</b> Crepes with Cheese Filling | <b>R-42</b> Swedish Spritz                       |
| <b>R-19</b> Crispy Catfish             | <b>R-43</b> Syrup for Freezing and Canning Fruit |
| <b>R-20</b> Double-Chocolate Frosting  | <b>R-44</b> Tortillas                            |
| <b>R-21</b> Egg Foo Yung               | <b>R-45</b> Tropical Chicken                     |
| <b>R-22</b> Fresh Apple Cookies        | <b>R-46</b> Twinkle Cookies                      |
| <b>R-23</b> Fresh Spinach Salad        | <b>R-47</b> White Bread                          |
| <b>R-24</b> Ginger Baked Beans         |  |



## Apple-Cheddar Fondue

Metric		Ingredients	Customary
Weight	Volume		
230 g	480 ml	Shredded Cheddar cheese	2 cups (8 oz.)
25 g	40 ml	All-purpose flour	2½ tablespoons
0.5 g	0.5 ml	Grated nutmeg	⅛ teaspoon
0.5 g	0.5 ml	Ground mace	⅛ teaspoon
0.5 g	0.5 ml	Ground cinnamon	⅛ teaspoon
Dash	Dash	Salt	Dash
-----	240 ml	Apple juice	1 cup

### Directions

Yield: 480 ml [2 cups]

Pan: 1.9 l [2-quart] saucepan

Fondue pot

1. **Toss** together in a bowl cheese and flour until well mixed; set aside.
2. **Mix** together nutmeg, mace, cinnamon, and salt; set aside.
3. **Heat** apple juice in a 1.9 l [2-quart] saucepan until it begins to bubble.
4. **Turn** heat to medium-low.
5. **Add** cheese 120 ml [a half cup] at a time, stirring

vigorously after each addition until cheese is melted.

6. **Add** spices and salt.
7. **Continue** to stir constantly over medium-low heat until thickened.
8. **Transfer** to fondue pot. Follow manufacturer's instructions for using pot.
9. **Serve** with apple slices, fresh mushrooms, cocktail sausages, raw zucchini slices, or French bread cubes.



## Apple-Cheddar Fondue

### Food and Equipment List

Equipment	Food
_____ 2-quart saucepan	_____ 2 cups shredded Cheddar
_____ Fondue pot	_____ cheese
_____ Medium bowl	_____ 2½ tablespoons all-purpose flour
_____ Small bowl	_____ ⅛ teaspoon grated nutmeg
_____ Set of dry measuring cups	_____ ⅛ teaspoon ground mace
_____ Set of measuring spoons	_____ ⅛ teaspoon ground
_____ Liquid measuring cup	_____ cinnamon
_____ Fork	_____ Dash salt
_____ Wooden spoon	_____ 1 cup apple juice
_____ Metal spatula	_____ <i>To serve with fondue:</i>
_____ Rubber scraper	_____ Apple slices
_____ Can or bottle opener	_____ Fresh mushrooms
_____ Waxed paper	_____ Cocktail sausages
_____ Serving plates	_____ Raw zucchini slices
_____ Fondue forks	_____ French bread cubes
_____ Pot holders	_____
	_____
	_____
	_____
	_____
	_____

## Apple Pie

Metric		Ingredients	Customary
Weight	Volume		
230 g	480 ml	All-purpose flour, sifted	2 cups
6 g	5 ml	Salt	1 teaspoon
130 g	160 ml	Shortening	$\frac{2}{3}$ cup
	75–105 ml	Water	5–7 tablespoons
720 g	1.4 l	Sliced apples (6–8 medium apples)	6 cups
145 g	180 ml	Sugar	$\frac{3}{4}$ cup
15 g	30 ml	All-purpose flour	2 tablespoons
3 g	5 ml	Grated lemon rind	1 teaspoon
3 g	5 ml	Ground cinnamon	1 teaspoon
1 g	1 ml	Ground nutmeg	$\frac{1}{4}$ teaspoon
Dash	Dash	Ground mace	Dash
30 g	30 ml	Butter or margarine	2 tablespoons

### Directions

Temperature: 205 °C [400° F.]

Yield: One 23 cm [9-inch] pie

Pan: 23 cm [9-inch] pie pan

1. **Mix** together flour and salt.
2. **Cut in** 80 ml [ $\frac{1}{3}$  cup] shortening until the mixture has the texture of fine cornmeal.
3. **Cut in** remaining 80 ml [ $\frac{1}{3}$  cup] shortening until particles are the size of small peas.
4. **Add** water gradually, mixing with a fork until mixture forms a ball.
5. **Cover** dough and refrigerate while preparing filling.
6. **Pare** and core apples and slice thin; place in large bowl.
7. **Combine** sugar, flour, lemon rind, cinnamon, nutmeg, and mace in a small bowl.
8. **Sprinkle** flour mixture over apples and toss gently until all apples are covered.
9. **Preheat** oven to 205 °C [400° F.].
10. **Divide** dough in half.
11. **Cover** unused portion so it will not dry out.
12. **Roll out** half of dough on a lightly floured board.
13. **Fit** into a 23 cm [9-inch] pie pan.
14. **Fill** with apple mixture.
15. **Dot** apples with butter or margarine.
16. **Roll out** remaining half and fit over pie.
17. **Seal** edges so juices do not escape.
18. **Slit** crust in center to allow steam to escape.
19. **Bake** at 205 °C [400° F.] for 55 to 60 minutes or until lightly browned.

## Apple Pie

### Food and Equipment List

Equipment	Food
_____ 9" pie pan	_____ 2 cups all-purpose flour
_____ Large mixing bowl	_____ 1 teaspoon salt
_____ Small mixing bowl	_____ $\frac{2}{3}$ cup shortening
_____ Medium mixing bowl	_____ 5-7 tablespoons water
_____ Paring knife	_____ 6 cups sliced apples (6-8 medium apples)
_____ Pastry blender or	_____ $\frac{3}{4}$ cup sugar
_____ 2 knives	_____ 2 tablespoons all-purpose flour
_____ Vegetable peeler	_____ 1 teaspoon grated lemon rind
_____ Fork	_____ 1 teaspoon ground cinnamon
_____ Set of dry measuring	_____ $\frac{1}{4}$ teaspoon ground nutmeg
_____ cups	_____ Dash ground mace
_____ Metal spatula	_____ 2 tablespoons butter or
_____ Set of measuring spoons	_____ margarine
_____ Liquid measuring cup	
_____ Tablespoon	
_____ Sifter	
_____ Grater	
_____ Bread board or	
_____ pastry cloth	
_____ Rolling pin	
_____ Kitchen scissors	
_____ Plastic wrap or foil	
_____ Waxed paper	
_____ Cutting board	
_____ Cooling rack	
_____ Pot holders	

## Bacon Chive Rice

Metric		Ingredients	Customary
Weight	Volume		
200 g	240 ml	Uncooked rice	1 cup
20-25 g	3 slices	Bacon, diced	3 slices
40 g	60 ml	Chopped chives	$\frac{1}{4}$ cup
3 g	2.5 ml	Salt	$\frac{1}{2}$ teaspoon
0.5 g	0.5 ml	Pepper	$\frac{1}{8}$ teaspoon
—	15 ml	Worcestershire sauce	1 tablespoon

## Directions

Yield: 6 servings

Pans: Medium saucepan

Large skillet

1. **Cook** rice according to package directions.2. **Cook** bacon until crisp.3. **Add** cooked rice, chives, salt, pepper, and Worcestershire sauce to bacon.4. **Blend** well and heat thoroughly.

## Food and Equipment List

Equipment	Food
_____ Large skillet	_____ 3 slices bacon
_____ Medium saucepan	_____ 3 cups cooked rice (1 cup uncooked)
_____ French knife	_____ $\frac{1}{4}$ cup chopped chives
_____ Cutting board	_____ $\frac{1}{2}$ teaspoon salt
_____ 1 set dry measuring cups	_____ $\frac{1}{8}$ teaspoon pepper
_____ 1 set measuring spoons	_____ 1 tablespoon Worcestershire sauce
_____ Wooden spoon	
_____ Serving bowl	
_____ Pot holders	

## Banana Bundt Cake

Metric		Ingredients	Customary
Weight	Volume		
_____	1 package	Banana cake mix	1 package
_____	1 package	<i>Instant</i> banana pudding mix	1 package
4	4	Eggs	4
_____	120 ml	Vegetable oil	$\frac{1}{2}$ cup
350 g	2	Overripe bananas	2
_____	240 ml	Hot water	1 cup
		Confectioners' sugar	

## Directions

Temperature: 177 °C [350° F.]

Yield: 1 25 cm [10-inch] cake

Pan: 25 cm [10-inch] Bundt or tube cake pan

1. **Preheat** oven to 177 °C [350° F.]
2. **Grease** and flour pan.
3. **Pour** cake mix and pudding mix into a large mixing bowl.
4. **Add** eggs and oil.
5. **Peel** and cut bananas into chunks and add to mixes.
6. **Add** hot water.

7. **Beat** with a mixer at low speed until ingredients are moistened.
8. **Beat** at medium speed for 5 minutes, scraping bowl occasionally.
9. **Pour** into greased and floured pan.
10. **Bake** at 177 °C [350° F.] for approximately one hour, or until done. If top begins to brown too quickly, cover with aluminum foil.
11. **Remove** from pan and cool.
12. **Sprinkle** with confectioners' sugar.

## Food and Equipment List

Equipment	Food
_____ 10-inch Bundt or tube cake pan	_____ Flour (to flour pan)
_____ Electric mixer with large mixing bowl	_____ Shortening (to grease pan)
_____ Rubber scraper	_____ 1 package banana cake mix
_____ French knife	_____ 1 package <i>instant</i> banana pudding mix
_____ Cutting board	_____ 4 eggs
_____ Liquid measuring cup	_____ $\frac{1}{2}$ cup vegetable oil
_____ Metal spatula	_____ 2 overripe bananas
_____ Waxed paper	_____ 1 cup hot water
_____ Cooling rack	_____ Confectioners' sugar
_____ Pot holders	



## Broccoli-Onion Casserole

Metric		Ingredients	Customary
Weight	Volume		
568 g	2 packages (284 g each)	Frozen broccoli spears	2 packages (10 oz. each)
_____	120 ml	Water	$\frac{1}{2}$ cup
7 g	6 ml	Salt	$1\frac{1}{4}$ teaspoon
43 g	$\frac{1}{2}$ can (43 g)	Canned french fried onion rings	$\frac{1}{2}$ can ( $1\frac{1}{2}$ oz.)
_____	240 ml	Milk	1 cup
_____	1 package	Cheese sauce mix	1 package
		Paprika	

### Directions

Temperature: 163 °C [325° F.]

Yield: 6-8 servings

Pans: 1.4 l [ $1\frac{1}{2}$ -quart] casserole

Medium saucepan with cover

1. **Cook** broccoli in water with salt until tender.
2. **Drain.**
3. **Arrange** half of broccoli in casserole.
4. **Sprinkle** with half of the onion rings.

5. **Stir** milk into sauce mix gradually.
6. **Bring** sauce to a boil and cook until thickened.
7. **Pour** half of sauce over broccoli and onions.
8. **Arrange** remaining broccoli over first layer.
9. **Pour** remaining sauce over broccoli.
10. **Top** with remaining onions.
11. **Sprinkle** with paprika.
12. **Bake** at 163 °C [325° F.] for 5 to 8 minutes.

## Food and Equipment List

Equipment	Food
_____ $1\frac{1}{2}$ -quart casserole	_____ 2 packages (10 oz. each) frozen broccoli spears
_____ Medium saucepan with cover	_____ $\frac{1}{2}$ cup water
_____ Fork	_____ $1\frac{1}{4}$ teaspoon salt
_____ Tongs	_____ 1 package cheese sauce mix
_____ Can opener	_____ 1 cup milk
_____ Wooden spoon	_____ $\frac{1}{2}$ can ( $1\frac{1}{2}$ oz.) french fried onion rings
_____ Cooling rack	_____ Paprika
_____ Pot holders	
_____ Set of measuring spoons	
_____ Liquid measuring cup	
_____ Rubber scraper	

## Broiled Salmon Steaks

Metric		Ingredients	Customary
Weight	Volume		
1 kg	6	Salmon steaks, 1.9 to 2.5 cm [¾ to 1 inch] thick	6 (about 2 lbs.)
55 g	60 ml	Butter or margarine	¼ cup

### Directions

Yield: 6 servings

Pans: Broiler pan

Small saucepan

1. **Thaw** steaks if frozen.
2. **Melt** butter or margarine in a small saucepan.
3. **Place** fish on a well-greased broiler pan.
4. **Brush** with melted fat.
5. **Broil** about 8 cm [3 inches] from heat source, 4 to 6 minutes.

6. **Turn** carefully.
7. **Brush** with fat.
8. **Broil** 4 to 6 minutes longer or until fish flakes easily when tested with a fork.
9. **Baste** with melted fat several times while broiling.
10. **Serve** with Creamy Dill Sauce.

## Food and Equipment List

### Equipment

- \_\_\_\_\_ Broiler pan
- \_\_\_\_\_ Small saucepan
- \_\_\_\_\_ Tongs
- \_\_\_\_\_ Pancake turner
- \_\_\_\_\_ Brush
- \_\_\_\_\_ Pot holders
- \_\_\_\_\_ Serving plate

### Food

- \_\_\_\_\_ 6 salmon steaks, about  
¾-to-1-inch thick (2 lbs.)
- \_\_\_\_\_ ¼ cup butter or margarine
- \_\_\_\_\_ Shortening (to grease broiler pan)

## Brownies

Metric		Ingredients	Customary
Weight	Volume		
115 g	120 ml	Butter or margarine	$\frac{1}{2}$ cup
195 g	240 ml	Sugar	1 cup
—	5 ml	Vanilla	1 teaspoon
2	2	Eggs	2
55 g	2 28 g squares	Unsweetened chocolate, melted	2 1-oz. squares
60 g	120 ml	Sifted all-purpose flour	$\frac{1}{2}$ cup
60 g	120 ml	Chopped walnuts	$\frac{1}{2}$ cup

## Directions

Temperature: 163 °C [325° F.]

Yield: About 16–20

Pan: 20 x 20 x 5 cm [8-x-8-x-2-inch] baking pan

1. **Preheat** oven to 163 °C [325° F.].
2. **Grease** and flour baking pan.
3. **Cream** butter or margarine, sugar, and vanilla.
4. **Add** eggs and beat well.
5. **Blend** in melted chocolate.
6. **Stir** in flour and nuts.
7. **Pour** into greased and floured baking pan.
8. **Bake** at 163 °C [325° F.] for 30 to 35 minutes.
9. **Cool**.
10. **Frost** with Double-Chocolate Frosting.
11. **Cut** in squares or rectangles.

## Food and Equipment List

Equipment	Food
_____ 8"-square baking pan	_____ $\frac{1}{2}$ cup butter or margarine
_____ Large mixing bowl	_____ Shortening (to grease pan)
_____ Electric mixer, if available	_____ 1 cup sugar
_____ Wooden spoon	_____ 1 teaspoon vanilla
_____ Rubber scraper	_____ 2 eggs
_____ Set of dry measuring cups	_____ 2 1-oz squares unsweetened chocolate
_____ Metal spatula	_____ $\frac{1}{2}$ cup all-purpose flour + enough to flour pan
_____ Tablespoon	_____ $\frac{1}{2}$ cup chopped walnuts
_____ Set of measuring spoons	
_____ Cutting board	
_____ French knife	
_____ Sifter	
_____ Small saucepan	
_____ Waxed paper	
_____ Cooling rack	
_____ Utility knife	
_____ Pot holders	
_____ Serving plate	

# Caesar Salad

Metric		Ingredients	Customary
Weight	Volume		
12 g	3	Anchovies	3
Dash	Dash	Dry mustard	Dash
_____	1 ml	Prepared horseradish	1/4 teaspoon
_____	5 ml	Lemon juice	1 teaspoon
_____	15 ml	Red wine vinegar	1 tablespoon
_____	45 ml	Olive oil	3 tablespoons
150 g	480 ml	Iceberg lettuce, broken in pieces	2 cups
50 g	240 l	Romaine lettuce, broken in pieces	1 cup
1 g	1 ml	Salt	1/4 teaspoon
		Freshly ground black pepper	
20 g	120 ml	Croutons, plain or garlic	1/2 cup
25 g	60 ml	Grated Parmesan cheese	1/4 cup
1	1	Raw egg	1

## Directions

Yield: 2 servings.

1. **Place** anchovies on small plate, and sprinkle with mustard, horseradish, lemon juice, vinegar, and oil.
2. **Mash** with a fork into a smooth paste.
3. **Place** lettuce in a large salad bowl.
4. **Sprinkle** with salt and a generous grinding of pepper.
5. **Add** anchovy paste and croutons.
6. **Sprinkle** cheese on top.
7. **Drop** egg on top of cheese.
8. **Toss** salad gently until greens are well coated with dressing.

## Food and Equipment List

Equipment	Food
_____ Small plate	_____ 3 anchovies
_____ Fork	_____ Dash dry mustard
_____ Large salad bowl	_____ 1/4 teaspoon prepared horseradish
_____ Pepper grinder	_____ 1 teaspoon lemon juice
_____ Rubber scraper	_____ 1 tablespoon red wine vinegar
_____ Salad fork and spoon	_____ 3 tablespoons olive oil
_____ Set of measuring spoons	_____ 2 cups iceberg lettuce
_____ Set of dry measuring cups	_____ 1 cup romaine lettuce
_____ Metal spatula	_____ 1/4 teaspoon salt
	_____ Freshly ground pepper
	_____ 1/2 cup croutons, plain or garlic
	_____ 1/4 cup grated Parmesan cheese
	_____ 1 egg

# Cheese Omelet

Metric		Ingredients	Customary
Weight	Volume		
3	3	Eggs	3
—	45 ml	Water	3 tablespoons
3 g	2.5 ml	Salt	$\frac{1}{2}$ teaspoon
0.5 g	0.5 ml	Pepper	$\frac{1}{8}$ teaspoon
15 g	15 ml	Butter or margarine	1 tablespoon
55 g	120 ml	Shredded Cheddar cheese	$\frac{1}{2}$ cup

## Directions

Yield: 1–2 servings

Pan: 20 cm [8-inch] skillet or omelet pan

1. **Stir** together eggs, water, salt, and pepper in a bowl with a fork.
2. **Heat** butter or margarine in an omelet pan or skillet just hot enough to sizzle a drop of water.
3. **Pour** in egg mixture. The mixture should set at edges at once.
4. **Draw** cooked portions at edges toward center carefully with a spatula so that uncooked portions flow to the bottom.
5. **Slide** pan rapidly back and forth over the heat to keep mixture in motion and sliding freely. Keep mixture as level as possible.
6. **Increase** heat to brown bottom quickly when eggs are set and surface is still moist.
7. **Place** 60 ml [ $\frac{1}{4}$  cup] cheese on left half of omelet.
8. **Fold** or roll right half over cheese.
9. **Flip** omelet from pan to serving platter.
10. **Top** with remaining cheese.
11. **Serve** immediately.



## Cheese Omelet

### Food and Equipment List

	Equipment
_____	8-inch skillet or omelet pan
_____	Set of measuring spoons
_____	Set of dry measuring cups
_____	Metal spatula
_____	Fork
_____	Pancake turner
_____	Rubber scraper
_____	Medium bowl
_____	Serving plate
_____	Pot holders

	Food
_____	3 eggs
_____	3 tablespoons water
_____	$\frac{1}{2}$ teaspoon salt
_____	$\frac{1}{8}$ teaspoon pepper
_____	1 tablespoon butter or margarine
_____	$\frac{1}{2}$ cup shredded Cheddar cheese

## Cheese Soufflé

Metric		Ingredients	Customary
Weight	Volume		
15 g	30 ml	Grated Parmesan cheese	2 tablespoons
55 g	60 ml	Butter or margarine	$\frac{1}{4}$ cup
30 g	60 ml	All-purpose flour	$\frac{1}{4}$ cup
1 g	1 ml	Salt	$\frac{1}{4}$ teaspoon
Dash	Dash	Cayenne pepper	Dash
1 g	1 ml	Dry mustard	$\frac{1}{4}$ teaspoon
	240 ml	Milk	1 cup
230 g	480 ml	Shredded Cheddar cheese	2 cups (8 oz.)
25 g	60 ml	Grated Parmesan cheese	$\frac{1}{4}$ cup
5	5	Egg yolks, slightly beaten	5
5	5	Egg whites	5

## Directions

Temperature: 177 °C [350° F.]

Yield: 6 servings

Pan: 2.8 l [3-quart] soufflé dish or casserole

1. **Preheat** oven to 177 °C [350° F.]
2. **Sprinkle** the 15 g or 30 ml [2 tablespoons] grated Parmesan cheese in a 2.8 l [3-quart] greased soufflé dish or casserole so bottom and sides are coated evenly. Remove any excess.
3. **Melt** butter or margarine in a saucepan.
4. **Add** gradually the flour, salt, cayenne pepper, and dry mustard.
5. **Stir**, making a smooth paste.
6. **Remove** from heat.
7. **Stir** in milk gradually and cook until mixture bubbles, stirring constantly.
8. **Cook** for about 1 minute, stirring constantly.
9. **Remove** from heat.
10. **Stir** in gradually Cheddar cheese and remaining Parmesan cheese until melted. If necessary, return to low heat to finish melting cheeses, but do not boil.
11. **Blend** a little of the hot mixture into the slightly beaten egg yolks.
12. **Return** yolk mixture to saucepan gradually, mixing well.
13. **Beat** egg whites until stiff but not dry.
14. **Fold** cheese sauce into egg whites.
15. **Turn** into soufflé dish or casserole.
16. **Bake** at 177 °C [350° F.] for 40–45 minutes.
17. **Serve** immediately. Soufflé will begin to fall as it cools.

## Cheese Soufflé

### Food and Equipment List

Equipment	Food
_____ 3-quart soufflé dish or casserole	_____ 2 tablespoons + $\frac{1}{4}$ cup grated Parmesan cheese
_____ Medium saucepan	_____ $\frac{1}{4}$ cup butter or margarine
_____ Set of dry measuring cups	_____ $\frac{1}{4}$ cup all-purpose flour
_____ Liquid measuring cup	_____ $\frac{1}{4}$ teaspoon salt
_____ Set of measuring spoons	_____ Dash cayenne pepper
_____ Wooden spoon	_____ $\frac{1}{4}$ teaspoon dry mustard
_____ Metal spatula	_____ 1 cup milk
_____ Rubber scraper	_____ 2 cups shredded Cheddar cheese (8 oz.)
_____ Electric mixer with large mixing bowl	_____ 5 eggs, separated
_____ Grater	_____ Shortening (to grease soufflé dish)
_____ Waxed paper	
_____ Small bowl	
_____ Pot holders	
_____ Cooling racks	

## Cinnamon Cake

Metric		Ingredients	Customary
Weight	Volume		
200 g	420 ml	Sifted all-purpose flour	1 <sup>3</sup> / <sub>4</sub> cups
6 g	5 ml	Baking soda	1 teaspoon
3 g	2.5 ml	Salt	1 <sup>1</sup> / <sub>2</sub> teaspoon
8 g	12.5 ml	Ground cinnamon	2 <sup>1</sup> / <sub>2</sub> teaspoons
110 g	120 ml	Butter or margarine	1 <sup>1</sup> / <sub>2</sub> cup
260 g	300 ml	Brown sugar	1 <sup>1</sup> / <sub>4</sub> cups
2	2	Eggs	2
—	240 ml	Buttermilk	1 cup

## Directions

Temperature: 177 °C [350° F.]

Yield: 1 20 cm [8-inch] layer cake

Pans: 2 20 cm [8-inch] round layer cake pans

1. **Preheat** oven to 177 °C [350° F.].
2. **Grease** and flour two 20 cm [8-inch] round layer cake pans.
3. **Sift** together the flour, baking soda, salt, and cinnamon.
4. **Cream** the butter or margarine.
5. **Blend** in the brown sugar.
6. **Add** the eggs and beat until smooth and fluffy.
7. **Add** the dry ingredients and buttermilk alternately, beginning and ending with the dry ingredients.
8. **Pour** batter into greased and floured pans and spread evenly.
9. **Bake** at 177 °C [350° F.] for 30–35 minutes or until done.
10. **Remove** from pans and cool.
11. **Frost** with Cream Cheese Icing.

## Food and Equipment List

Equipment	Food
_____ 2 8-inch round layer cake pans	_____ 1 <sup>3</sup> / <sub>4</sub> cups all-purpose flour + enough to flour pans
_____ Sifter	_____ 1 teaspoon baking soda
_____ Large mixing bowl	_____ 1 <sup>1</sup> / <sub>2</sub> teaspoon salt
_____ Electric mixer, if available	_____ 2 <sup>1</sup> / <sub>2</sub> teaspoons ground cinnamon
_____ Wooden spoon	_____ 1 <sup>1</sup> / <sub>2</sub> cup butter or margarine
_____ Rubber scraper	_____ 1 <sup>1</sup> / <sub>4</sub> cups brown sugar
_____ Set of dry measuring cups	_____ 2 eggs
_____ Set of measuring spoons	_____ 1 cup buttermilk
_____ Liquid measuring cup	_____ Shortening (to grease pans)
_____ Metal spatula	
_____ Tablespoon	
_____ 3 cooling racks	
_____ Waxed paper	
_____ Pot holders	
_____ Cake plate	

## Coney Islands

Metric		Ingredients	Customary
Weight	Volume		
8	8	Frankfurters, slit lengthwise	8
30 g	30 ml	Butter or margarine	2 tablespoons
638 g	2 cans 319 g each	Condensed chili beef soup	2 cans (11 $\frac{1}{4}$ -oz each)
—	160 ml	Water	$\frac{2}{3}$ cup
8	8	Frankfurter rolls, split and toasted	8
170 g	240 ml	Chopped onion	1 cup

## Directions

Yield: 8 sandwiches

Pan: Large skillet

1. **Brown** frankfurters in butter or margarine in large skillet.
2. **Mix** soup and water in a bowl. Add to skillet.

3. **Heat**, stirring occasionally.
4. **Place** frankfurters in rolls.
5. **Spoon** chili over frankfurters.
6. **Garnish** with chopped onion.

## Food and Equipment List

Equipment	Food
_____ Large skillet	_____ 8 frankfurters
_____ Kitchen fork	_____ 2 tablespoons butter or margarine
_____ Tongs	_____ 2 cans (11 $\frac{1}{4}$ -oz. each) condensed chili beef soup
_____ Medium bowl	_____ $\frac{2}{3}$ cup water
_____ Set of measuring spoons	_____ 8 frankfurter rolls
_____ Liquid measuring cup	_____ 1 cup chopped onion
_____ Set of dry measuring cups	
_____ Can opener	
_____ French knife	
_____ Cutting board	
_____ Wooden spoon	
_____ Metal spatula	
_____ Pot holders	
_____ Cooling rack	
_____ Serving spoon	
_____ Serving plates	



## Cream Cheese Icing

Metric		Ingredients	Customary
Weight	Volume		
85 g	1 85 g package	Cream cheese	1 3-oz. package
110 g	120 ml	Butter or margarine	$\frac{1}{2}$ cup
0.45 kg	1 box (0.45 kg)	Confectioners' sugar	1 box (1 lb.)
_____	30 ml	Milk	2 tablespoons
_____	5 ml	Vanilla	1 teaspoon

### Directions

Yield: Enough for 1 20 cm [8-inch] layer cake.

1. **Cream** the cream cheese and butter or margarine together until fluffy.

2. **Add** confectioners' sugar gradually, beating well.
3. **Add** milk and vanilla.
4. **Beat** well.

## Food and Equipment List

Equipment	Food
_____ Large mixing bowl	_____ 1 3-oz. package cream cheese
_____ Electric mixer	_____ $\frac{1}{2}$ cup butter or margarine
_____ Set of measuring spoons	_____ 1 lb. box confectioners' sugar
_____ Set of dry measuring cups	_____ 2 tablespoons milk
_____ Rubber scraper	_____ 1 teaspoon vanilla
_____ Metal spatula	
_____ Waxed paper	

## Creamy Dill Sauce

Metric		Ingredients	Customary
Weight	Volume		
227 g	1 227 g package	Cream cheese, softened	1 8-oz. package
2	2	Eggs	2
—	40 ml	Lemon juice	2½ tablespoons
3 g	2.5 ml	Salt	½ teaspoon
1 g	1 ml	Dill weed	¼ teaspoon
—	60 ml	Milk	¼ cup

## Directions

Yield: 6 servings

Pan: Double boiler

1. **Cream** the cheese until light and fluffy.
2. **Add** eggs, one at a time, beating thoroughly after each addition.
3. **Stir** in lemon juice, salt, and dill weed.
4. **Cook** in top of double boiler over hot water until thick and fluffy, stirring constantly.
5. **Thin** sauce by stirring in the milk. If necessary, add more milk.
6. **Serve** warm over broiled salmon steaks. Garnish lightly with dill weed.

## Food and Equipment List

Equipment	Food
_____ Double boiler	_____ 1 8-oz. package cream cheese
_____ Wooden spoon	_____ 2 eggs
_____ Electric mixer with small bowl	_____ 2½ tablespoons lemon juice
_____ Rubber scraper	_____ ½ teaspoon salt
_____ Set of measuring spoons	_____ ¼ teaspoon dill weed + enough for garnish
_____ Liquid measuring cup	_____ ¼ cup milk + additional milk, if necessary, to thin sauce
_____ Metal spatula	
_____ Pot holders	
_____ Serving bowl	

## Creative Casseroles

- Select one or more ingredients from each group.
- Combine selected items from Groups 1–5 in a greased 1.2 l [1½-quart] casserole; top with Group 6.
- Bake 30 minutes at 177 °C [350° F.].
- Makes 4–5 servings.
- May be doubled without increasing baking time.

**Group 1**

240 ml [1 cup] flaked or diced:

Bacon, Canadian	Frankfurters
Bacon, cooked	Hamburger, browned
Bologna	Lobster, cooked
Cheese	Meat, canned or cooked
Chicken, cooked	Salmon, canned
Chipped beef	Sardines, canned
Crab, cooked	Sausage, browned
Corned beef, cooked	Shrimp, cooked
Eggs, hard cooked	Tuna, canned
	Turkey, cooked

**Group 2**

1 can condensed soup plus 120 ml [½ cup] liquid

Suggested soups: Asparagus, celery, chicken, mushroom, shrimp, tomato, pea.

**Group 3**

240 ml [1 cup] cooked:

Macaroni	Rice
Noodles	Spaghetti

**Group 4**

Add any of these, if desired:

Almonds, slivered	Olives, sliced or chopped
Bean sprouts	Onions or chives, chopped and browned
Catsup	Parsley, chopped
Celery, chopped	Pimiento, diced
Cheese, grated	Tomatoes, slices or wedges
Chili sauce	Vegetables, cooked
Chinese noodles	French fried onion rings
Green pepper, diced or in rings	
Horseradish	
Mushrooms, browned	
Mustard	

**Group 5**

Add seasonings—herbs and spices—if desired. Begin with no more than 1 ml [¼ teaspoon]. Follow suggestions on any herb and spice chart. Do not add salt unless needed after tasting.

**Group 6**

Add topping to keep mixture from drying out:

Almonds, slivered
Bread or cracker crumbs with melted butter or mar- garine
Cornflakes, crushed and mixed with melted butter or margarine
Potato chips, crushed
Chinese noodles mixed with melted butter or mar- garine



## Creole Spaghetti

Metric		Ingredients	Customary
Weight	Volume		
55 g	60 ml	Butter or margarine	$\frac{1}{4}$ cup
40 g	60 ml	Green pepper, minced	$\frac{1}{4}$ cup
40 g	60 ml	Minced onion	$\frac{1}{4}$ cup
30 g	60 ml	All-purpose flour	$\frac{1}{4}$ cup
9 g	7.5 ml	Salt	$1\frac{1}{2}$ teaspoons
1 g	1 ml	Pepper	$\frac{1}{4}$ teaspoon
—	840 ml	Canned tomatoes	$3\frac{1}{2}$ cups (28-oz. can)
40 g	80 ml	Grated Cheddar cheese	$\frac{1}{3}$ cup
0.45 kg	480 ml	Ground beef	1 lb.
227 g	—	Spaghetti	8 oz.

## Directions

Yield: 6–8 servings

Pans: Large saucepan

Large skillet

Large pot

1. **Melt** butter or margarine in large saucepan.
2. **Sauté** green pepper and onion in butter.
3. **Blend** in flour, salt, and pepper.
4. **Cook** until thickened.
5. **Add** tomatoes, stirring constantly.
6. **Cook** about 5 minutes.
7. **Add** grated cheese and stir until cheese is melted.

8. **Brown** ground beef in skillet and cook thoroughly. Drain off excess fat.
9. **Add** meat to tomato mixture.
10. **Cover** and cook for ten minutes over low heat, or until mixture is piping hot.
11. **Cook** spaghetti in boiling, salted water until tender.
12. **Drain.**
13. **Pour** tomato-meat mixture over spaghetti immediately. Stir to mix thoroughly.
14. **Serve** hot.



## Creole Spaghetti

### Food and Equipment List

	Equipment
_____	Large saucepan
_____	Large skillet
_____	Large pot
_____	Set of dry measuring cups
_____	Set of measuring spoons
_____	Liquid measuring cup
_____	French knife
_____	Wooden spoon
_____	Cutting board
_____	Metal spatula
_____	Slotted kitchen spoon
_____	Colander or strainer
_____	Kitchen fork
_____	Can opener
_____	Grater
_____	Waxed paper
_____	Pot holders
_____	Cooling rack

	Food
_____	$\frac{1}{4}$ cup butter or margarine
_____	$\frac{1}{4}$ cup minced green pepper
_____	$\frac{1}{4}$ cup minced onion
_____	$\frac{1}{4}$ cup all-purpose flour
_____	$1\frac{1}{2}$ teaspoons salt
_____	$\frac{1}{4}$ teaspoon pepper
_____	1 28-oz. can tomatoes
_____	$\frac{1}{3}$ cup grated Cheddar cheese
_____	1 lb. ground beef
_____	8 oz. spaghetti

## Crepes

Metric		Ingredients	Customary
Weight	Volume		
45 g	45 ml	Butter or margarine	3 tablespoons
90 g	180 ml	All-purpose flour, sifted	$\frac{3}{4}$ cup
1 g	1 ml	Salt	$\frac{1}{4}$ teaspoon
3	3	Eggs	3
—	240 ml	Milk	1 cup

## Directions

Yield: About 16 crepes

Pan: 20 cm [8-inch] skillet

1. **Melt** butter or margarine in skillet.
2. **Combine** flour and salt in a bowl.
3. **Add** eggs, milk, and melted butter to dry ingredients. Set skillet aside—it will be used for cooking the crepes.
4. **Beat** the batter with a rotary beater until smooth.
5. **Heat** the buttered skillet over medium heat. Do not add more butter, margarine, or oil.
6. **Pour** a scant 30 ml [2 tablespoons] batter in the skillet. Immediately rotate pan. Work quickly to spread batter over pan bottom before it has a chance to set.

7. **Cook** until light brown.
8. **Turn** and brown other side.
9. **Remove** crepe by turning pan upside down over plate or paper towel. It can also be removed with a pancake turner, but be careful not to tear crepe.
10. **Stack** between sheets of paper toweling until ready to use.

**Note:** Crepes may be made ahead, wrapped, and refrigerated overnight. They may also be frozen for longer storage. To freeze, cool crepes and stack with sheets of waxed paper between each. Wrap in aluminum foil. Remove crepes as needed.

## Food and Equipment List

Equipment	Food
_____ 8-inch skillet	_____ 3 tablespoons butter or margarine
_____ Medium bowl	_____ $\frac{3}{4}$ cup all-purpose flour
_____ Sifter	_____ $\frac{1}{4}$ teaspoon salt
_____ Set of dry measuring cups	_____ 3 eggs
_____ Liquid measuring cup	_____ 1 cup milk
_____ Set of measuring spoons	
_____ Pancake turner	
_____ Rotary beater	
_____ Metal spatula	
_____ Rubber scraper	
_____ Pot holders	
_____ Paper towels	
_____ Waxed paper	

## Crepes with Cheese Filling

Metric		Ingredients	Customary
Weight	Volume		
370 g	360 ml	Creamed cottage cheese	1½ cups
8	8	Cooked crepes (See R-17 for recipe)	8
2 g	2.5 ml	Ground nutmeg	½ teaspoon
25 g	30 ml	Sugar	2 tablespoons
4 g	5 ml	Cornstarch	1 teaspoon
—	120 ml	Orange juice	½ cup
5 g	5 ml	Butter or margarine	1 teaspoon
150 g	240 ml	Fresh strawberries, sliced	1 cup

## Directions

Temperature: 177 °C [350° F.]

Yield: 4 servings, 2 crepes each

Pan: 1.4 l [1½-quart] baking dish

0.9 l [1-quart] saucepan

1. **Preheat** oven to 177 °C [350° F.].
2. **Drain** excess liquid from cottage cheese.
3. **Place** 45 ml [3 tablespoons] cottage cheese on each crepe.
4. **Sprinkle** with nutmeg.
5. **Roll**.
6. **Place** in 1.4 l [1½-quart] baking dish.
7. **Bake** at 177 °C [350° F.] for 15 or 20 minutes or until heated through.

8. **Combine** sugar and cornstarch in a 0.9 l [1-quart] saucepan.

9. **Stir** in orange juice.

10. **Cook** over medium heat, stirring constantly, until thickened. Boil 2 additional minutes.

11. **Stir** in butter or margarine.

12. **Remove** from heat.

13. **Stir** in strawberries.

14. **Serve** two crepes per serving with 60 ml [¼ cup] strawberry sauce.

**Note:** If fresh strawberries are not in season, use frozen strawberries, thawed and heated, as the sauce.

## Food and Equipment List

Equipment	Food
_____ 1½-quart baking dish	_____ 8 cooked crepes
_____ 1-quart saucepan	_____ 1½ cups creamed cottage cheese
_____ Strainer	_____ ½ teaspoon ground nutmeg
_____ Set of measuring spoons	_____ 2 tablespoons sugar
_____ Liquid measuring cup	_____ 1 teaspoon cornstarch
_____ Set of dry measuring cups	_____ ½ cup orange juice
_____ Metal spatula	_____ 1 teaspoon butter or margarine
_____ Paring knife	_____ 1 cup fresh or frozen strawberries, sliced
_____ Wooden spoon	
_____ Cutting board	
_____ Rubber scraper	
_____ Pot holders	
_____ Cooling rack	

## Crispy Catfish

Metric		Ingredients	Customary
Weight	Volume		
6	6	Skinned, pan-dressed catfish	6
_____	120 ml	Evaporated milk	1/2 cup
20 g	15 ml	Salt	1 tablespoon
_____	Dash	Pepper	Dash
120 g	240 ml	All-purpose flour	1 cup
75 g	120 ml	Yellow cornmeal	1/2 cup
12 g	10 ml	Paprika	2 teaspoons
90 g	12 slices	Bacon	12 slices

## Directions

Yield: 6 servings

Pan: Large, heavy skillet

1. **Thaw** fish if frozen.
2. **Clean**, wash, and dry fish.
3. **Combine** milk, salt, and pepper in large shallow pan.
4. **Combine** flour, cornmeal, and paprika in another large shallow pan.
5. **Dip** fish in milk mixture and roll in flour mixture.

6. **Fry** bacon in a large heavy skillet until crisp.
7. **Remove** bacon, reserving fat for frying.
8. **Drain** bacon on paper toweling.
9. **Fry** fish in hot bacon fat for about 4 minutes.
10. **Turn** carefully and fry for 5 to 6 minutes longer or until fish is brown and flakes easily when tested with a fork.
11. **Drain** on absorbent paper.
12. **Serve** with bacon.

## Food and Equipment List

Equipment	Food
_____ Large heavy skillet	_____ 6 skinned, pan-dressed catfish
_____ Set of dry measuring cups	_____ 1/2 cup evaporated milk
_____ Set of measuring spoons	_____ 1 tablespoon salt
_____ Liquid measuring cup	_____ Dash pepper
_____ Tablespoon	_____ 1 cup all-purpose flour
_____ 2 large shallow pans (for milk and flour mixtures)	_____ 1/2 cup yellow cornmeal
_____ Tongs	_____ 2 teaspoons paprika
_____ Metal spatula	_____ 12 slices bacon
_____ Pancake turner	
_____ Paper towels	
_____ Serving platter	
_____ Wooden spoon	
_____ Waxed paper	
_____ Pot holders	

## Double-Chocolate Frosting

Metric		Ingredients	Customary
Weight	Volume		
28 g	1 28 g square	Unsweetened chocolate	1 1-oz. square
30 g	30 ml	Butter or margarine	2 tablespoons
—	30 ml	Milk	2 tablespoons
150 g	360 ml	Sifted confectioners' sugar	1½ cups

## Directions

Yield: Enough to cover top of one 20 cm [8-inch] square cake.

Pan: Medium saucepan

1. **Melt** chocolate with butter or margarine and milk over very low heat.

2. **Stir** constantly until mixture melts and blends.
3. **Remove** from heat.
4. **Beat** in sifted confectioners' sugar. If too thin, add a little more sugar until of spreading consistency.

## Food and Equipment List

Equipment	Food
_____ Medium saucepan	_____ 1 1-oz. square unsweetened chocolate
_____ Wooden spoon	
_____ Rubber scraper	_____ 2 tablespoons butter or margarine
_____ Set of measuring spoons	
_____ Sifter	_____ 2 tablespoons milk
_____ Set of dry measuring cups	_____ 1½ cups confectioners' sugar
_____ Waxed paper	
_____ Metal spatula	
_____ Pot holders	



## Egg Foo Yung

Metric		Ingredients	Customary
Weight	Volume		
6	6	Eggs	6
_____	30 ml	Soy sauce	2 tablespoons
454 g	1 454 g can	Bean sprouts	1 16-oz. can
170 g	240 ml	Finely chopped onions	1 cup
		Vegetable oil	
		Sauce:	
55 g	60 ml	Butter or margarine	$\frac{1}{4}$ cup
1	1	Clove garlic, crushed	1
24 g	30 ml	Cornstarch	2 tablespoons
_____	30 ml	Soy sauce	2 tablespoons
_____	1 400 ml can	Chicken broth	1 13 $\frac{1}{2}$ -oz. can
3 g	2.5 ml	Powdered or chopped ginger	$\frac{1}{2}$ teaspoon

## Directions

Yield: About 8 pancakes

Pans: Medium skillet

Medium saucepan

1. **Beat** eggs with 30 ml [2 tablespoons] soy sauce.
2. **Drain** sprouts, then rinse twice under cold water.
3. **Add** sprouts and onions to eggs.
4. **Heat** 30 ml [2 tablespoons] oil in a medium-size skillet.
5. **Add** 60 ml [ $\frac{1}{4}$  cup] egg mixture.
6. **Flatten** with pancake turner.
7. **Cook** until brown.
8. **Turn** and brown other side.
9. **Keep** warm on serving platter.
10. **Repeat**, making more pancakes, using 60 ml [ $\frac{1}{4}$  cup] egg mixture for each one.
11. **Add** oil to skillet as needed.
12. **Melt** butter or margarine in medium-size saucepan.
13. **Sauté** garlic.
14. **Blend** the cornstarch with the 30 ml [2 tablespoons] soy sauce.
15. **Add** cornstarch to saucepan with chicken broth.
16. **Add** ginger and heat two minutes more.
17. **Serve** over egg pancakes.

## Egg Foo Yung

### Food and Equipment List

Equipment	Food
_____ Medium skillet	_____ 6 eggs
_____ Medium saucepan	_____ 4 tablespoons soy sauce
_____ Wooden spoon	_____ 1 16-oz. can bean sprouts
_____ Set of measuring spoons	_____ 1 cup finely chopped onions
_____ Set of dry measuring cups	_____ Vegetable oil for frying
_____ Rubber scraper	_____ $\frac{1}{4}$ cup butter or margarine
_____ French knife	_____ 1 clove garlic
_____ Cutting board	_____ 2 tablespoons cornstarch
_____ Garlic press	_____ 1 13 $\frac{1}{2}$ -oz. can chicken broth
_____ Can opener	_____ $\frac{1}{2}$ teaspoon powdered or
_____ Pancake turner	chopped ginger
_____ Medium bowl	
_____ Platter	
_____ Metal spatula	
_____ Pot holders	

## Fresh Apple-Cookies

Metric		Ingredients	Customary
Weight	Volume		
230 g	480 ml	Sifted all-purpose flour	2 cups
6 g	5 ml	Baking soda	1 teaspoon
3 g	2.5 ml	Salt	$\frac{1}{2}$ teaspoon
3 g	5 ml	Ground cinnamon	1 teaspoon
2 g	2.5 ml	Ground nutmeg	$\frac{1}{2}$ teaspoon
1 g	1 ml	Ground ginger	$\frac{1}{4}$ teaspoon
110 g	120 ml	Butter or margarine	$\frac{1}{2}$ cup
280 g	320 ml	Brown sugar	$1\frac{1}{3}$ cups
1	1	Egg	1
—	60 ml	Milk	$\frac{1}{4}$ cup
165 g	360 ml	Finely chopped apple	$1\frac{1}{2}$ cups
180 g	240 ml	Chopped nuts	1 cup

## Directions

Temperature: 190 °C [375° F.]

Yield: 4–5 dozen

Pan: Cookie sheet

1. **Preheat** oven to 190 °C [375° F.].
2. **Sift** together the flour, baking soda, salt, cinnamon, nutmeg, and ginger.
3. **Cream** the butter or margarine and sugar thoroughly.
4. **Add** the egg and beat until fluffy.

5. **Add** the sifted dry ingredients and milk alternately to the creamed mixture, beginning and ending with the dry ingredients.
6. **Add** the chopped apple and nuts.
7. **Drop** from a teaspoon onto a greased cookie sheet.
8. **Bake** at 190 °C [375° F.] for 10–12 minutes or until lightly browned.

## Fresh Apple Cookies

### Food and Equipment List

Equipment	Food
_____ Cookie sheet	_____ 2 cups all-purpose flour
_____ Sifter	_____ 1 teaspoon baking soda
_____ Waxed paper	_____ $\frac{1}{2}$ teaspoon salt
_____ Set of dry measuring cups	_____ 1 teaspoon ground cinnamon
_____ Set of measuring spoons	_____ $\frac{1}{2}$ teaspoon ground nutmeg
_____ Liquid measuring cup	_____ $\frac{1}{4}$ teaspoon ground ginger
_____ French knife	_____ $\frac{1}{2}$ cup butter or margarine
_____ Cutting board	_____ $1\frac{1}{3}$ cups brown sugar
_____ Large mixing bowl	_____ 1 egg
_____ Wooden spoon	_____ $\frac{1}{4}$ cup milk
_____ Rubber scraper	_____ $1\frac{1}{2}$ cups finely chopped apple
_____ Mixer, if available	_____ 1 cup chopped nuts
_____ Cooling racks	_____ Shortening (to grease cookie sheet)
_____ Pot holders	
_____ Metal spatula	
_____ Paring knife	
_____ Teaspoon	
_____ Pancake turner	

## Fresh Spinach Salad

Metric		Ingredients	Customary
Weight	Volume		
285 g	1.9 l	Fresh leaf spinach	1 10-oz. package
medium size	1 medium size	Avocado	1 medium size
small	1 small	Bermuda onion	1 small
_____	120 ml	Sour cream	$\frac{1}{2}$ cup
_____	15 ml	Cider or wine vinegar	1 tablespoon
_____	30 ml	Mayonnaise	2 tablespoons
_____	15 ml	Honey	1 tablespoon
Dash	Dash	Salt	Dash
15 g	30 ml	Imitation bacon crumbles	2 tablespoons
20 g	30 ml	Minced onion	2 tablespoons

### Directions

Yield: 6 servings. 180 ml [ $\frac{3}{4}$  cup] dressing.

1. **Wash** spinach, remove large stems, and drain completely.
2. **Peel** avocado and slice.
3. **Peel** onion, slice, and separate into rings.
4. **Place** spinach, avocado slices, and onion rings in salad bowl and refrigerate until ready to serve.
5. **Mix** together sour cream, vinegar, mayonnaise, honey, salt, bacon crumbles, and onion. Refrigerate until needed.
6. **Pour** dressing over spinach salad and serve.

## Food and Equipment List

Equipment	Food
_____ Paring knife	_____ 1 10-oz. package fresh leaf spinach
_____ French knife	_____ 1 medium-size avocado
_____ Cutting board	_____ 1 small Bermuda onion
_____ Small bowl	_____ $\frac{1}{2}$ cup sour cream
_____ Salad bowl	_____ 1 tablespoon cider or wine vinegar
_____ Salad fork and spoon	_____ 2 tablespoons mayonnaise
_____ Wooden spoon	_____ 1 tablespoon honey
_____ Rubber scraper	_____ Dash salt
_____ Set of measuring spoons	_____ 2 tablespoons imitation bacon crumbles
_____ Set of dry measuring cups	_____ 2 tablespoons minced onion
_____ Metal spatula	



## Ginger Baked Beans

Weight	Metric	Ingredients	Customary
	Volume		
0.9 kg	2 cans (0.45 kg each)	Baked beans	2 cans (16 oz. each)
_____	60 ml	Catsup	$\frac{1}{4}$ cup
3 g	2.5 ml	Salt	$\frac{1}{2}$ teaspoon
40 g	60 ml	Finely chopped onion	$\frac{1}{4}$ cup
_____	15 ml	Vinegar	1 tablespoon
115 g	240 ml	Fine gingersnap crumbs	1 cup

## Directions

Temperature: 219 °C [425° F.]

Yield: 6 servings

Pan: 1.4 l [ $1\frac{1}{2}$ -quart] casserole with cover

1. **Preheat** oven to 219 °C [425° F.].

2. **Combine** baked beans, catsup, salt, onion, vinegar, and gingersnap crumbs.

3. **Spoon** into casserole and cover.

4. **Bake** at 219 °C [425° F.] for 35 minutes, until bubbling and browned.

**Note:** For a meal-in-one, top casserole with frankfurters or browned meat balls and bake as above.

## Food and Equipment List

Equipment	Food
_____ $1\frac{1}{2}$ -quart casserole with cover	_____ 2 cans baked beans, 16 oz. each
_____ Large mixing bowl	_____ $\frac{1}{4}$ cup catsup
_____ Set of dry measuring cups	_____ $\frac{1}{2}$ teaspoon salt
_____ Set of measuring spoons	_____ $\frac{1}{4}$ cup finely chopped onion
_____ Metal spatula	_____ 1 tablespoon vinegar
_____ Rolling pin or blender	_____ 1 cup fine gingersnap crumbs
_____ French knife	
_____ Cutting board	
_____ Paring knife	
_____ Tablespoon	
_____ Cooling rack	
_____ Pot holders	
_____ Can opener	
_____ Waxed paper	
_____ Rubber scraper	

## Hawaiian Chicken Salad

Metric		Ingredients	Customary
Weight	Volume		
1	1	Pineapple, fresh	1
150 g	240 ml	Sliced bananas	1 cup
310 g	360 ml	Cubed cooked chicken	1½ cups
60 g	120 ml	Chopped walnuts	½ cup
_____	240 ml	Plain yogurt	1 cup
_____	15 ml	Honey	1 tablespoon
0.5 g	0.5 ml	Ground ginger	⅛ teaspoon
1 g	1 ml	Ground nutmeg	¼ teaspoon
3 g	2.5 ml	Salt	½ teaspoon

## Directions

Yield: 4 to 8 servings

1. **Quarter** pineapple lengthwise.
2. **Remove** and discard core.
3. **Remove** pulp, being careful not to damage shell.
4. **Cube** pineapple pulp.
5. **Dip** banana slices in fruit juice or ascorbic acid to prevent darkening.
6. **Combine** pineapple, bananas, chicken, and walnuts.

7. **Mix** together yogurt, honey, ginger, nutmeg, and salt.

8. **Combine** dressing with chicken mixture and toss lightly to mix.

9. **Serve** on pineapple quarters.

**Note:** To make smaller servings, cut each pineapple quarter in half lengthwise, to make 8 shells.

## Food and Equipment List

Equipment	Food
_____ Cutting board	_____ 1 fresh pineapple
_____ French knife	_____ 1 cup sliced bananas
_____ Paring knife	_____ 1½ cups cooked chicken, cubed
_____ Small bowl	_____ ½ cup chopped walnuts
_____ Large bowl	_____ 1 cup plain yogurt
_____ Set of dry measuring cups	_____ 1 tablespoon honey
_____ Set of measuring spoons	_____ ⅛ teaspoon ground ginger
_____ Metal spatula	_____ ¼ teaspoon ground nutmeg
_____ Liquid measuring cup	_____ ½ teaspoon salt
_____ Wooden spoon	_____ Fruit juice or ascorbic acid
_____ Tablespoon	_____ (for bananas)
_____ Rubber scraper	
_____ Serving platter	

## Huevos Rancheros (Ranch-style Eggs)

**R-26**

Metric		Ingredients	Customary
Weight	Volume		
6	6	Tortillas	6
		Oil for frying	
85 g	120 ml	Chopped onion	$\frac{1}{2}$ cup
1	1	Garlic clove, minced	1
2	2	Small, green chili peppers	2
		<b>OR</b>	
20 g	30 ml	Chopped green pepper and 2 drops hot pepper sauce	2 tablespoons
—	2 240 ml cans	Tomato sauce	2 8-oz. cans
6	6	Eggs	6

### Directions

Yield: 3 servings

Pans: Large skillet

Medium saucepan

1. **Fry** the tortillas quickly in the oil but do not allow them to become hard or crisp.
2. **Sauté** the onion, garlic, and peppers in the saucepan, using a small amount of oil. Add the tomato sauce.

3. **Cook** for five minutes.

4. **Fry** the eggs sunnyside up.

5. **Place** each egg on a tortilla and pour tomato sauce over the top.

6. **Serve** immediately.

**Note:** Sliced avocado and cheese go very well with this dish.

## Food and Equipment List

Equipment	Food
_____ Large skillet	_____ 6 eggs
_____ Medium saucepan	_____ 6 tortillas
_____ French knife	_____ Vegetable oil for frying
_____ Cutting board	_____ $\frac{1}{2}$ cup chopped onion
_____ Set of dry measuring cups	_____ 1 clove garlic
_____ Metal spatula	_____ 2 small green chili peppers
_____ Set of measuring spoons	_____ <b>OR</b> 2 tablespoons chopped green pepper and 2 drops hot pepper sauce
_____ Wooden spoon	_____ 2 8-oz cans tomato sauce
_____ Paring knife	
_____ Pancake turner	
_____ Cooling rack	
_____ Pot holders	
_____ Serving plates	

## Hush Puppies

Metric		Ingredients	Customary
Weight	Volume		
195 g	360 ml	Vegetable oil or shortening for frying	
60 g	120 ml	White cornmeal	1½ cups
8 g	10 ml	All-purpose flour, unsifted	½ cup
3 g	2.5 ml	Baking powder	2 teaspoons
1	1	Salt	½ teaspoon
—	180 ml	Egg, well beaten	1
40 g	60 ml	Milk	¾ cup
		Finely chopped onion	¼ cup

## Directions

Temperature: 190 °C [375° F.]

Yield: Approximately 20 hush puppies.

Pan: Electric skillet or deep, heavy saucepan for frying.

1. **Heat**, in electric skillet or deep saucepan, 2.5 to 3.8 cm [1 to 1½ inches] oil or shortening to 191 °C [375° F.].
2. **Sift** cornmeal, flour, baking powder, and salt together onto waxed paper.
3. **Mix** egg, milk, and onion in a bowl.
4. **Add** cornmeal mixture to egg mixture gradually, mixing thoroughly until well blended.
5. **Drop** batter by teaspoonfuls into hot oil. Fry until golden brown on each side.
6. **Remove** hush puppies from oil with a slotted spoon and drain on paper towels.
7. **Serve** warm.

## Hush Puppies

### Food and Equipment List

#### Equipment

- \_\_\_\_\_ Electric skillet or deep,  
heavy saucepan for frying
- \_\_\_\_\_ Set of dry measuring cups
- \_\_\_\_\_ Set of measuring spoons
- \_\_\_\_\_ Liquid measuring cup
- \_\_\_\_\_ Metal spatula
- \_\_\_\_\_ French knife
- \_\_\_\_\_ Paring knife
- \_\_\_\_\_ Egg beater or wire whisk
- \_\_\_\_\_ Cutting board
- \_\_\_\_\_ Mixing bowl, medium
- \_\_\_\_\_ Tablespoon
- \_\_\_\_\_ Slotted spoon
- \_\_\_\_\_ Paper towels
- \_\_\_\_\_ Wooden spoon
- \_\_\_\_\_ Sifter
- \_\_\_\_\_ Teaspoon
- \_\_\_\_\_ Waxed paper
- \_\_\_\_\_ Rubber scraper
- \_\_\_\_\_ Platter
- \_\_\_\_\_ Pot holders

#### Food

- \_\_\_\_\_ Vegetable oil for frying
- \_\_\_\_\_ 1½ cups white cornmeal
- \_\_\_\_\_ ½ cup all-purpose flour
- \_\_\_\_\_ 2 teaspoons baking powder
- \_\_\_\_\_ ½ teaspoon salt
- \_\_\_\_\_ 1 egg
- \_\_\_\_\_ ¾ cup milk
- \_\_\_\_\_ ¼ cup finely chopped onion



## Liver Stroganof

Metric		Ingredients	Customary
Weight	Volume		
1	1	Beef bouillon cube	1
_____	120 ml	Hot water	$\frac{1}{2}$ cup
_____	60 ml	Bacon drippings or fat for frying	$\frac{1}{4}$ cup
60 g	160 ml	Finely chopped onion	$\frac{2}{3}$ cup
0.45 kg	_____	Beef liver, cut into 1.3 cm [ $\frac{1}{2}$ -inch] strips	1 lb.
24 g	45 ml	All-purpose flour	3 tablespoons
113 g	1 113 g can	Sliced mushrooms, undrained	1 4-oz. can
_____	2-3 drops	Hot pepper sauce	2-3 drops
3 g	2.5 ml	Salt	$\frac{1}{2}$ teaspoon
0.5 g	0.5 ml	Pepper	$\frac{1}{8}$ teaspoon
_____	240 ml	Sour cream	1 cup

## Directions

Yield: 6 servings

Pan: Large skillet

1. **Dissolve** bouillon cube in hot water in a small bowl.
2. **Melt** bacon drippings in large skillet.
3. **Sauté** onion over medium heat until tender.
4. **Remove** onion and stir into bouillon in bowl.
5. **Brown** liver strips in remaining fat in skillet over medium heat.
6. **Sprinkle** with flour and continue cooking until liver is just slightly pink inside.
7. **Add** the sliced mushrooms with liquid, hot pepper sauce, salt, and pepper to the bouillon-onion mixture. Mix well.
8. **Stir** mushroom mixture into skillet and cook, scraping skillet bottom to loosen browned flour and liver particles. Cook till slightly thickened.
9. **Stir** some of the hot liquid into the sour cream.
10. **Pour** warmed sour cream into skillet and continue cooking just until hot and thickened.

## Liver Stroganof

### Food and Equipment List

Equipment	Food
_____ Large skillet	_____ 1 beef bouillon cube
_____ Set of dry measuring cups	_____ $\frac{1}{2}$ cup hot water
_____ Set of measuring spoons	_____ $\frac{1}{4}$ cup bacon drippings or fat
_____ Liquid measuring cup	_____ $\frac{2}{3}$ cup finely chopped onion
_____ Metal spatula	_____ 1 lb. beef liver
_____ Paring knife	_____ 3 tablespoons all-purpose flour
_____ French knife	_____ 1 4-oz. can sliced mushrooms
_____ Cutting board	_____ 2-3 drops hot pepper sauce
_____ Can opener	_____ $\frac{1}{2}$ teaspoon salt
_____ Wooden spoon	_____ $\frac{1}{8}$ teaspoon pepper
_____ Slotted spoon	_____ 1 cup sour cream
_____ Tongs	
_____ Small bowl	
_____ Tablespoon	
_____ Pot holders	
_____ Serving plate	

## Quick Enchilada Casserole

Metric		Ingredients	Customary
Weight	Volume		
_____	1 envelope	Enchilada sauce mix	1 envelope
_____	1 240 ml can	Tomato sauce	1 8-oz. can
_____	360 ml	Water	1½ cups
230 g	_____	Hamburger	½ lb.
_____	720 ml	Cooked or canned light red kidney beans	3 cups
_____	1 package	Cornbread mix	1 package

## Directions

Temperature: 190 °C [375° F.]

Yield: 6 servings

Pans: 2.8 l [3-quart] casserole

Medium saucepan

Large skillet

Muffin pan

1. **Preheat** oven to 190 °C [375° F.]
2. **Make** enchilada sauce with the mix, tomato sauce, and water, following directions on envelope.
3. **Brown** hamburger lightly in skillet, stirring to break up meat.
4. **Place** beans in casserole.
5. **Stir** in hamburger and enchilada sauce.
6. **Put** in oven and bake at 190 °C [375° F.] while cornbread is mixed.
7. **Mix** cornbread according to package directions. When casserole is *bubbling* hot, drop part of the cornbread batter by spoonfuls over top, like islands. Be sure to allow plenty of space between each island for the batter to expand.
8. **Spoon** rest of batter into muffin pan.
9. **Bake** both casserole and muffins at 190 °C [375° F.] about 25 minutes or until cornbread is browned.

## Food and Equipment List

Equipment	Food
_____ 3-quart casserole	_____ 1 envelope enchilada sauce mix
_____ Medium saucepan	_____ 1 8-oz. can tomato sauce
_____ Large skillet	_____ 1½ cups water
_____ Muffin pan	_____ ½ lb. hamburger
_____ Liquid measuring cup	_____ 3 cups cooked or canned light red kidney beans
_____ Set of dry measuring cups	_____ 1 package cornbread mix
_____ Set of measuring spoons	_____ Ingredients needed to prepare cornbread mix:
_____ Medium bowl	_____
_____ Wooden spoon	_____
_____ Rubber scraper	_____
_____ Utility fork	_____
_____ Tablespoon	_____
_____ Metal spatula	_____
_____ Pot holders	_____
_____ Cooling racks	_____ Shortening (to grease muffin pan)

## Neopolitan Casserole

Metric		Ingredients	Customary
Weight	Volume		
200 g	240 ml	Ready-to-eat Italian-style sausage, sliced or diced	1 cup
85 g	120 ml	Chopped onion	$\frac{1}{2}$ cup
185 g	240 ml	Cooked broccoli	1 cup
1 g	1 ml	Crushed oregano leaves	$\frac{1}{4}$ teaspoon
305 g	1 305 g can	Mushroom soup	1 10 $\frac{3}{4}$ -oz. can
_____	120 ml	Milk	$\frac{1}{2}$ cup
160 g	240 ml	Cooked noodles	1 cup
50 g	120 ml	Dry bread crumbs	$\frac{1}{2}$ cup
20 g	60 ml	Grated Parmesan cheese	$\frac{1}{4}$ cup
30 g	30 ml	Melted butter or margarine	2 tablespoons

## Directions

Temperature: 177 °C [350° F.]

Yield: 4–5 servings

Pan: 1.4 l [1 $\frac{1}{2}$ -quart] casserole

1. **Combine** sausage, onion, broccoli, oregano, mushroom soup, milk, and noodles in a 1.4 l [1 $\frac{1}{2}$ -quart] casserole.

2. **Mix** bread crumbs and Parmesan cheese with melted butter or margarine.

3. **Sprinkle** over top of casserole.

4. **Bake** at 177 °C [350° F.] for 30 minutes.

## Food and Equipment List

Equipment	Food
_____ 1 $\frac{1}{2}$ -quart casserole	_____ 1 cup ready-to-eat Italian-style sausage, sliced or diced. (Frankfurters may be substituted.)
_____ French knife	_____ $\frac{1}{2}$ cup chopped onion
_____ Cutting board	_____ 1 cup cooked broccoli
_____ Set of dry measuring cups	_____ $\frac{1}{4}$ teaspoon crushed oregano leaves
_____ Liquid measuring cup	_____ 1 10 $\frac{3}{4}$ -oz.-can mushroom soup
_____ Set of measuring spoons	_____ $\frac{1}{2}$ cup milk
_____ Metal spatula	_____ 1 cup cooked noodles
_____ 2 medium saucepans	_____ $\frac{1}{2}$ cup dry bread crumbs
_____ Small saucepan	_____ $\frac{1}{4}$ cup grated Parmesan cheese
_____ Wooden spoon	_____ 2 tablespoons butter or margarine
_____ Colander or strainer	
_____ Can opener	
_____ Rubber scraper	
_____ Tongs	
_____ Paring knife	
_____ Pot holders	
_____ Cooling rack	

## Old-Fashioned Walnut Bread

Metric		Ingredients	Customary
Weight	Volume		
350 g	720 ml	Sifted all-purpose flour	3 cups
195 g	240 ml	Sugar	1 cup
15 g	20 ml	Baking powder	4 teaspoons
9 g	7.5 ml	Salt	1½ teaspoons
1	1	Egg, lightly beaten	1
55 g	60 ml	Shortening, melted	¼ cup
_____	360 ml	Milk	1½ cups
_____	5 ml	Vanilla	1 teaspoon
180 g	360 ml	Walnuts, coarsely chopped	1½ cups

## Directions

Temperature: 177 °C [350° F.]

Yield: 1 23 x 13 x 7.6 cm [9-x-5-x-3-inch] loaf cake

Pan: 23 x 13 x 7.6 cm [9-x-5-x-3-inch] loaf pan

1. **Preheat** oven to 177 °C [350° F.]
2. **Grease** and flour pan.
3. **Resift** flour with sugar, baking powder, and salt into bowl.
4. **Add** egg, shortening, milk, and vanilla to dry mixture.

5. **Stir** just until all of the flour is moistened.
6. **Stir** in walnuts.
7. **Turn** into greased and floured loaf pan.
8. **Bake** at 177 °C [350° F.] about 1 hour 20 minutes.
9. **Remove** from pan and cool.

## Food and Equipment List

Equipment	Food
_____ 9-x-5-x-3-inch loaf pan	_____ 1½ cups chopped walnuts
_____ Set of dry measuring cups	_____ 3 cups all-purpose flour + enough to flour pan
_____ Liquid measuring cup	_____ 1 cup sugar
_____ Set of measuring spoons	_____ 4 teaspoons baking powder
_____ Metal spatula	_____ 1½ teaspoons salt
_____ Small saucepan	_____ 1 egg
_____ Large mixing bowl	_____ ¼ cup shortening
_____ Small bowl	_____ 1½ cups milk
_____ Sifter	_____ 1 teaspoon vanilla
_____ Wooden spoon	_____ Shortening (to grease pan)
_____ Rubber scraper	
_____ Egg beater or wire whisk	
_____ French knife	
_____ Cutting board	
_____ Waxed paper	
_____ Cooling rack	
_____ Pot holders	



## Peanut Pear Salad

Metric		Ingredients	Customary
Weight	Volume		
_____	120 ml	Plain yogurt	$\frac{1}{2}$ cup
30 g	30 ml	Chunky peanut butter	2 tablespoons
_____	15 ml	Honey	1 tablespoon
540 g	3	Fresh well-ripened pears	3
		Head lettuce, chilled	

## Directions

Yield: 6 servings

1. **Beat** yogurt, peanut butter, and honey until smooth.
2. **Halve**, core, and slice pears.

3. **Arrange** slices in fan shape on lettuce-lined plates.
4. **Spoon** dressing over pears.

## Food and Equipment List

Equipment		Food	
_____	Medium bowl	_____	$\frac{1}{2}$ cup plain yogurt
_____	Wooden spoon	_____	2 tablespoons chunky peanut butter
_____	Rubber scraper	_____	1 tablespoon honey
_____	French knife	_____	3 fresh well-ripened pears
_____	Paring knife	_____	Head lettuce
_____	Cutting board		
_____	Set of measuring spoons		
_____	Set of dry measuring cups		
_____	Metal spatula		
_____	Tablespoon		
_____	6 salad plates		

## Pizza

Metric		Ingredients	Customary
Weight	Volume		
230 g	1 230 g can	Refrigerated crescent rolls	1 8-oz. can
230 g	1 240 ml can	Tomato sauce	1 8-oz. can
1 g	1 ml	Crushed oregano	$\frac{1}{4}$ teaspoon
1 g	1 ml	Crushed basil	$\frac{1}{4}$ teaspoon
1 g	1 ml	Ground pepper	$\frac{1}{4}$ teaspoon
2 g	2.5 ml	Crushed dried parsley	$\frac{1}{2}$ teaspoon
2 g	10 ml	Minced onion	2 teaspoons
1	1	Small garlic clove, minced	1
	30 ml	Olive oil	2 tablespoons
230 g	480 ml	Mozzarella cheese, sliced or shredded	8 oz.
25 g	60 ml	Grated Parmesan cheese	$\frac{1}{4}$ cup

## Directions

Temperature: 190 °C [375° F.]

Yield: One 30 cm [12-inch] pizza

Pan: 30 cm [12-inch] pizza pan

1. **Unwrap** rolls and press dough into 30 cm [12-inch] pizza pan. Seal perforations and form crust with a 1.3 cm [ $\frac{1}{2}$ -inch] rim.
2. **Bake** at 191 °C [375° F.] for 15 minutes.
3. **Remove** from oven.
4. **Heat** in small saucepan the tomato sauce, oregano, basil, pepper, parsley, onion, garlic, and oil for five minutes to blend flavors.
5. **Spread** tomato sauce over crust.
6. **Top** with mozzarella cheese.

7. **Sprinkle** with grated Parmesan cheese.

8. **Bake** at 191 °C [375° F.] for 10–12 minutes.

**Variations:**

Spread any one or more of the following on the crust and then top with sauce and cheeses as directed above.

- Fresh mushrooms cooked in butter or margarine
- Green pepper slices or rings
- Flaked tuna fish
- Sardines
- Pepperoni, sliced
- Pork sausage, browned
- Tomato slices

## Pizza

### Food and Equipment List

Equipment
_____ 12-inch pizza pan
_____ Small saucepan
_____ Set of dry measuring cups
_____ Set of measuring spoons
_____ Metal spatula
_____ Wooden spoon
_____ Can opener
_____ Paring knife
_____ French knife
_____ Grater
_____ Cutting board
_____ Cooling rack
_____ Pot holders
_____ Waxed paper

Food
_____ 1 8-oz. can refrigerated crescent rolls
_____ 1 8-oz. can tomato sauce
_____ $\frac{1}{4}$ teaspoon crushed oregano
_____ $\frac{1}{4}$ teaspoon crushed basil
_____ $\frac{1}{4}$ teaspoon ground pepper
_____ $\frac{1}{2}$ teaspoon crushed dried parsley
_____ 2 teaspoons minced onion
_____ 1 small garlic clove
_____ 2 tablespoons olive oil
_____ 8 oz. mozzarella cheese, sliced or shredded
_____ $\frac{1}{4}$ cup grated Parmesan cheese

*Additional toppings, if desired:*

_____ Fresh mushrooms cooked in butter or margarine
_____ Green pepper slices or rings
_____ Flaked tuna fish
_____ Sardines
_____ Pepperoni, sliced
_____ Pork sausage, browned
_____ Tomato slices

## Popcorn in a Bundle

Metric		Ingredients	Customary
Weight	Volume		
60 g	60 ml	Popcorn	$\frac{1}{4}$ cup
_____	30 ml	Salad oil	2 tablespoons
1 g	1 ml	Salt	$\frac{1}{4}$ teaspoon

### Directions

Yield: About 1 l [4 cups]

1. **Place** popcorn, salad oil, and salt in center of 46 cm [18-inch] square of heavy-duty aluminum foil.
2. **Form** into a bundle, leaving enough room for the popcorn to pop when cooking.
3. **Wire** bundles to long sturdy sticks for cooking

over campfires. You can also grasp top of bundle with tongs and place it directly on the coals.

4. **Cook**, shaking constantly, just until corn stops popping.
5. **Eat** out of bundle, adding more salt if desired, melted butter or margarine, or grated cheese.

## Food and Equipment List

Equipment	
_____	18-inch square of heavy-duty aluminum foil
_____	Tongs or long, sturdy sticks and wire
_____	Small saucepan

Food	
_____	$\frac{1}{4}$ cup popcorn
_____	2 tablespoons salad oil
_____	$\frac{1}{4}$ teaspoon salt
<i>Additional toppings, if desired:</i>	
_____	Melted butter or margarine
_____	Grated cheese
_____	Salt

## Pumpkin Custard

Metric		Ingredients	Customary
Weight	Volume		
3	3	Eggs	3
160 g	160 ml	Cooked mashed pumpkin	$\frac{2}{3}$ cup
_____	30 ml	Honey	2 tablespoons
25 g	30 ml	Sugar	2 tablespoons
0.5 g	0.5 ml	Nutmeg	$\frac{1}{8}$ teaspoon
_____	360 ml	Skim milk	$1\frac{1}{2}$ cups

## Directions

Temperature: 163 °C [325° F.]

Yield: 6 servings

Pans: 6 custard cups

23 x 30 x 5 cm [9-x-12-x-2-inch] baking pan

1. **Preheat** oven to 163 °C [325° F.].

2. **Beat** eggs thoroughly.

3. **Add** pumpkin, honey, sugar, and nutmeg. Blend well.

4. **Add** milk, mixing until smooth.

5. **Divide** mixture among six custard cups.

6. **Place** cups in baking pan.

7. **Pour** hot water in pan around cups to a depth of 2.5 cm [1 inch].

8. **Bake** at 163 °C [325° F.] for 40–45 minutes or until a knife inserted off center comes out clean.

9. **Serve** at room temperature or chilled.

## Food and Equipment List

Equipment	Food
_____ 6 custard cups	_____ 3 eggs
_____ 9-x-12-x-2-inch baking pan	_____ $\frac{2}{3}$ cup cooked mashed pumpkin
_____ Set of dry measuring cups	_____ $1\frac{1}{2}$ cups skim milk
_____ Set of measuring spoons	_____ 2 tablespoons honey
_____ Liquid measuring cup	_____ 2 tablespoons sugar
_____ Metal spatula	_____ $\frac{1}{8}$ teaspoon nutmeg
_____ Tablespoon	
_____ Egg beater	
_____ Rubber scraper	
_____ Tongs	
_____ Knife	
_____ Medium bowl	
_____ 2 cooling racks	
_____ Pot holders	



## Sautéed Apple Rings

Metric		Ingredients	Customary
Weight	Volume		
3	3	Cooking apples, medium size	3
55 g	60 ml	Butter or margarine	$\frac{1}{4}$ cup
45 g	60 ml	Finely chopped onion	$\frac{1}{4}$ cup
1 g	1 ml	Marjoram	$\frac{1}{4}$ teaspoon
1 g	1 ml	Thyme	$\frac{1}{4}$ teaspoon

### Directions

Yield: 9–10 slices

Pan: Large skillet

1. **Wash** apples carefully.

2. **Slice** horizontally about 1.3 cm [ $\frac{1}{2}$ -inch] thick.

3. **Cut** out cores, being careful not to break ring.

4. **Melt** butter or margarine in skillet.

5. **Add** onions, marjoram, and thyme.

6. **Sauté** for a few minutes until onions soften.

7. **Add** apple slices.

8. **Sauté**, turning occasionally, until apples soften.

9. **Serve** as an accompaniment for broiled fish or chicken; roast pork, lamb, or veal; or with pancakes.

## Food and Equipment List

### Equipment

- \_\_\_\_\_ Large skillet
- \_\_\_\_\_ Set of dry measuring cups
- \_\_\_\_\_ Set of measuring spoons
- \_\_\_\_\_ Metal spatula
- \_\_\_\_\_ French knife
- \_\_\_\_\_ Paring knife
- \_\_\_\_\_ Cutting board
- \_\_\_\_\_ Pancake turner
- \_\_\_\_\_ Pot holders
- \_\_\_\_\_ Serving plate

### Food

- \_\_\_\_\_ 3 medium-size cooking apples
- \_\_\_\_\_  $\frac{1}{4}$  cup butter or margarine
- \_\_\_\_\_  $\frac{1}{4}$  cup finely chopped onion
- \_\_\_\_\_  $\frac{1}{4}$  teaspoon marjoram
- \_\_\_\_\_  $\frac{1}{4}$  teaspoon thyme

## Sautéed Collard Greens

Metric		Ingredients	Customary
Weight	Volume		
25 g	2-3 strips	Bacon	2-3 strips
0.9 kg	_____	Fresh collards, washed, drained, and cut into 2.5 cm [2-inch] strips	2 lbs.
6 g	5 ml	Salt	1 teaspoon
1 g	1 ml	Pepper	1/4 teaspoon
_____	15 ml	Lemon juice	1 tablespoon
1	1	Small onion, thinly sliced	1

## Directions

Yield: About 6 servings

Pan: Large skillet with cover

1. **Fry** bacon in a large skillet until crisp.2. **Drain.**3. **Break** bacon into bits and place in a bowl.4. **Place** the collards in the same skillet with the bacon grease.5. **Cover** and cook until tender, about 15-20 minutes.6. **Stir** and turn frequently with tongs.7. **Season** with salt, pepper, and lemon juice.8. **Add** crisp bacon and onion slices.9. **Toss** together lightly and serve at once.

## Food and Equipment List

Equipment	Food
_____ Large skillet with cover	_____ 2-3 strips bacon
_____ Paper towels	_____ 2 lbs. fresh collards
_____ Small bowl	_____ 1 teaspoon salt
_____ Set of measuring spoons	_____ 1/4 teaspoon pepper
_____ Cutting board	_____ 1 tablespoon lemon juice
_____ French knife	_____ 1 small onion
_____ Paring knife	
_____ Large kitchen spoon	
_____ Tongs	
_____ Fork	
_____ Pot holders	
_____ Serving bowl	

## Scandinavian Spice Cookies

Metric		Ingredients	Customary
Weight	Volume		
225 g	240 ml	Butter or margarine	1 cup
290 g	360 ml	Sugar	1½ cups
1	1	Egg	1
12 g	25 ml	Grated orange peel	1½ tablespoons
—	30 ml	Honey	2 tablespoons
—	15 ml	Water	1 tablespoon
380 g	780 ml	Sifted all-purpose flour	3¼ cups
12 g	10 ml	Baking soda	2 teaspoons
6 g	10 ml	Ground cinnamon	2 teaspoons
5 g	5 ml	Ground ginger	1 teaspoon
1 g	1 ml	Ground cloves	¼ teaspoon

## Directions

Temperature: 190 °C [375° F.]

Yield: 4–8 dozen, depending on size

Pan: Cookie sheet

1. **Cream** the butter or margarine and sugar thoroughly.
2. **Add** egg and beat until light and fluffy.
3. **Add** orange peel, honey, and water. Mix well.
4. **Sift** together flour, baking soda, cinnamon, ginger, and cloves.
5. **Stir** dry ingredients into creamed mixture.
6. **Chill** dough thoroughly. Can be chilled overnight.
7. **Preheat** oven to 190 °C [375° F.].
8. **Cut** off portion of dough. Knead a few times to make it pliable.
9. **Roll** to 0.3 cm [ $\frac{1}{8}$ -inch] thick on lightly floured surface.
10. **Cut** in desired shapes with floured cookie cutter.
11. **Place** 2.5 cm [1 inch] apart on ungreased cookie sheet.
12. **Sprinkle** with colored sugar or chopped nuts if desired.
13. **Bake** at 190 °C [375° F.] for 6–8 minutes or until lightly browned.

## Scandinavian Spice Cookies

### Food and Equipment List

Equipment	Food
_____ Cookie sheet	_____ 1 cup butter or margarine
_____ Set of dry measuring cups	_____ 1½ cups sugar
_____ Set of measuring spoons	_____ 1 egg
_____ Sifter	_____ 1½ tablespoons grated orange peel
_____ Metal spatula	_____ 2 tablespoons honey
_____ Tablespoon	_____ 1 tablespoon water
_____ Large mixing bowl	_____ 3¼ cups all-purpose flour + enough for rolling dough
_____ Wooden spoon	_____ 2 teaspoons baking soda
_____ Rubber scraper	_____ 2 teaspoons ground cinnamon
_____ Electric mixer, if available	_____ 1 teaspoon ground ginger
_____ Rolling pin	_____ ¼ teaspoon ground cloves
_____ Bread board or pastry cloth	<i>Toppings, if desired:</i>
_____ Cooling racks	_____ Colored sugar
_____ Cookie cutters	_____ Chopped nuts
_____ Pancake turner	
_____ Pot holders	
_____ Waxed paper	
_____ Grater	

## Scrapple

Metric		Ingredients	Customary
Weight	Volume		
0.45 kg	_____	Bulk sausage	1 lb.
_____	720 ml	Water	3 cups
1 g	1 ml	Ground cloves	$\frac{1}{4}$ teaspoon
1 g	1 ml	Pepper	$\frac{1}{4}$ teaspoon
1 g	1 ml	Ground sage	$\frac{1}{4}$ teaspoon
_____	Pinch	Salt	Pinch
300 g	480 ml	Yellow cornmeal	2 cups

### Directions

Yield: 10–12 servings

Pans: 5.6 l [6-quart] pot

22 x 12.5 x 6.5 cm [ $8\frac{1}{2}$ -x- $4\frac{1}{2}$ -x- $2\frac{1}{2}$ -inch] loaf pan

Large skillet

1. **Put** sausage and water in a large pot and let come to a good boil.
2. **Stir** constantly.
3. **Add** cloves, pepper, sage, and salt.
4. **Cook**, stirring constantly, until sausage is no longer pink.
5. **Stir** in cornmeal gradually.
6. **Cook** to make a very stiff mixture, stirring constantly.
7. **Grease** a loaf pan.
8. **Pack** scrapple into it.
9. **Refrigerate** for several hours or overnight.
10. **Cut** into slices and fry in butter or margarine. Watch carefully since it overbrowns easily.
11. **Serve** with syrup for breakfast.

**Note:** Scrapple can also be served as a main dish, accompanied by a vegetable or fruit salad.



## Scrapple

### Food and Equipment List

#### Equipment

- \_\_\_\_\_ Large skillet
- \_\_\_\_\_ 8½-x-4½-x-2½-inch loaf pan
- \_\_\_\_\_ 6-quart pot
- \_\_\_\_\_ Wooden spoon
- \_\_\_\_\_ Utility knife
- \_\_\_\_\_ Pancake turner
- \_\_\_\_\_ Liquid measuring cup
- \_\_\_\_\_ Set of dry measuring cups
- \_\_\_\_\_ Set of measuring spoons
- \_\_\_\_\_ Tablespoon
- \_\_\_\_\_ Metal spatula
- \_\_\_\_\_ Cooling rack
- \_\_\_\_\_ Pot holders
- \_\_\_\_\_ Serving plate

#### Food

- \_\_\_\_\_ 1 lb. bulk sausage
- \_\_\_\_\_ 3 cups water
- \_\_\_\_\_ ¼ teaspoon ground cloves
- \_\_\_\_\_ ¼ teaspoon pepper
- \_\_\_\_\_ ¼ teaspoon ground sage
- \_\_\_\_\_ Pinch salt
- \_\_\_\_\_ 2 cups yellow cornmeal
- \_\_\_\_\_ Butter or margarine for frying
- \_\_\_\_\_ Shortening (to grease pan)
- \_\_\_\_\_ Syrup

## Stuffed Cabbage Rolls

Metric		Ingredients	Customary
Weight	Volume		
—	3.8 l	Water	4 quarts
8	8	Large cabbage leaves (or 10–12 medium size)	8
454 g	480 ml	Ground beef	1 pound
60 g	120 ml	Instant rice	$\frac{1}{2}$ cup
1	1	Egg, slightly beaten	1
—	60 ml	Milk	$\frac{1}{4}$ cup
60 g	120 ml	Diced celery	$\frac{1}{2}$ cup
60 g	80 ml	Diced onion	$\frac{1}{3}$ cup
6 g	5 ml	Salt	1 teaspoon
1 g	1 ml	Ground pepper	$\frac{1}{4}$ teaspoon
6 g	30 ml	Dry sweet pepper flakes, crushed	2 tablespoons
305 g	1 305 g can	Condensed tomato soup	1 10 $\frac{3}{4}$ -oz.-can
—	180 ml	Water	$\frac{3}{4}$ cup
55 g	60 ml	Butter or margarine	$\frac{1}{4}$ cup

## Directions

Temperature: 177° C [350° F]

Yield: 6–8 servings

Pans: 2.8 l [3-quart] casserole with cover

Large pot with cover

Large skillet

- Pour** water into large pot and bring to boiling. Put cabbage leaves in water. Cover and remove from heat and let stand to soften leaves.
- Brown** meat in skillet.
- Remove** from heat.
- Add** rice, egg, milk, celery, onion, salt, pepper, and pepper flakes. Mix well.
- Remove** cabbage leaves from water.
- Drain** well.
- Use** sharp knife to slice off part of thick vein so leaf can be folded more easily.
- Place** about 120 ml [ $\frac{1}{2}$  cup] of meat mixture on each large cabbage leaf. Use smaller amount on smaller leaves.
- Fold** thick-veined part of leaf over, tuck ends over, and roll over to close.
- Place** with loose end down in 2.8 l [3-quart] casserole.
- Combine** soup and water.
- Pour** over rolls.
- Dot** with butter or margarine.
- Cover**.
- Bake** at 177° C [350° F.] for 1 hour.

## Stuffed Cabbage Rolls

### Food and Equipment List

Equipment	Food
_____ 3-quart casserole with cover	_____ Large head cabbage
_____ Large pot with cover	_____ 4 quarts water
_____ Large skillet	_____ 1 lb. ground beef
_____ Cutting board	_____ $\frac{1}{2}$ cup instant rice
_____ Tongs	_____ 1 egg
_____ French knife	_____ $\frac{1}{4}$ cup milk
_____ Paring knife	_____ $\frac{1}{2}$ cup diced celery
_____ Set of dry measuring cups	_____ $\frac{1}{3}$ cup diced onion
_____ Fork	_____ 1 teaspoon salt
_____ Strainer or colander	_____ $\frac{1}{4}$ teaspoon ground pepper
_____ Liquid measuring cup	_____ 2 tablespoons dry sweet pepper flakes, crushed
_____ Metal spatula	_____ $\frac{1}{4}$ cup butter or margarine
_____ Set of measuring spoons	_____ 1 $10\frac{3}{4}$ -oz.-can tomato soup
_____ Can opener	_____ $\frac{3}{4}$ cup water
_____ Medium mixing bowl	
_____ Wooden spoon	
_____ Utility fork	
_____ Tablespoon	
_____ Cooling rack	
_____ Pot holders	

## Surprise Burgers

Metric		Ingredients	Customary
Weight	Volume		
5 g	4 ml	Salt	$\frac{3}{4}$ teaspoon
1 g	1 ml	Garlic powder	$\frac{1}{4}$ teaspoon
_____	Dash	Pepper	Dash
1	1	Egg	1
_____	10 ml	Worcestershire sauce	2 teaspoons
0.45 kg	_____	Ground beef	1 lb.
		<i>Fillings:</i> tomato slices, grated cheese, pickle relish, chopped onion, dill pickles, blue cheese	

### Directions

Yield: 4 servings

Pan: Broiler pan

- Add** the salt, garlic powder, pepper, egg, and Worcestershire sauce to the ground beef and mix thoroughly.
- Make** 8 patties, very thin.
- Top** 4 of the patties with different fillings. Keep the fillings in the center of the patties.
- Cover** the filled patties with the 4 remaining patties, sealing the edges well so the filling will not run out.
- Broil** until done as desired.

## Food and Equipment List

Equipment	Food
_____ Broiler pan	_____ 1 lb. ground beef
_____ Large mixing bowl	_____ $\frac{3}{4}$ teaspoon salt
_____ Set of measuring spoons	_____ $\frac{1}{4}$ teaspoon garlic powder
_____ Wooden spoon	_____ Dash pepper
_____ Metal spatula	_____ 1 egg
_____ Rubber scraper	_____ 2 teaspoons Worcestershire sauce
_____ Waxed paper	<i>Fillings, as desired:</i>
_____ Cutting board	_____ Tomato slices
_____ French knife	_____ Grated cheese
_____ Paring knife	_____ Pickle relish
_____ Tablespoon	_____ Chopped onion
_____ Pot holders	_____ Dill pickles
_____ Cooling racks	_____ Blue cheese
_____ Serving platter	

## Swedish Spritz

Metric		Ingredients	Customary
Weight	Volume		
225 g	240 ml	Butter	1 cup
_____	5 ml	Orange extract	1 teaspoon
100 g	120 ml	Sugar	$\frac{1}{2}$ cup
1	1	Egg yolk	1
230 g	480 ml	Sifted all-purpose flour	2 cups
1 g	1 ml	Salt	$\frac{1}{4}$ teaspoon

## Directions

Temperature: 190 °C [375° F.]

Yield: About 5 dozen

Pan: Cookie sheet

1. **Preheat** oven to 190 °C [375° F.].

2. **Cream** the butter.

3. **Blend** in the orange extract.

4. **Cream** the butter and sugar until fluffy.

5. **Add** the egg yolk and mix.

6. **Sift** the flour and salt together.

7. **Mix** flour thoroughly into creamed mixture.

8. **Put** dough through a cookie press, placing the cookies on an ungreased cookie sheet.

9. **Bake** at 190 °C [375° F.] for 8–10 minutes. The cookies should be very light in color.

## Food and Equipment List

Equipment	Food
_____ Cookie sheet	_____ 1 cup butter
_____ 1 set dry measuring cups	_____ 1 teaspoon orange extract
_____ 1 set measuring spoons	_____ $\frac{1}{2}$ cup sugar
_____ Large mixing bowl	_____ 1 egg yolk
_____ Sifter	_____ 2 cups all-purpose flour
_____ Wooden spoon	_____ $\frac{1}{4}$ teaspoon salt
_____ Rubber scraper	
_____ Metal spatula	
_____ Electric mixer, if available	
_____ Cookie press	
_____ Waxed paper	
_____ Cooling racks	
_____ Pot holders	
_____ Pancake turner	



## Syrup for Freezing and Canning Fruit

For every 960 ml [4 cups] of water, add:					
Type of Syrup	Sugar			Yield	
	Grams	Cups	Milliliters	Liters	Cups
Light	400	2	480	1.2	5
Medium	600	3	720	1.3	5 $\frac{1}{2}$
Heavy	1400	7	1700	1.8	7 $\frac{3}{4}$

Yield: Varies, depending on type of syrup

Pan: Saucepan

1. **Combine** water and sugar in saucepan.

2. **Cook**, stirring frequently, until mixture comes to boiling and sugar dissolves.

Adapted from USDA "Home Freezing of Fruits and Vegetables."

## Food and Equipment List

### Equipment

- \_\_\_\_\_ Saucepan
- \_\_\_\_\_ Liquid measuring cup
- \_\_\_\_\_ Set of dry measuring cups
- \_\_\_\_\_ Wooden spoon
- \_\_\_\_\_ Metal spatula
- \_\_\_\_\_ Rubber scraper
- \_\_\_\_\_ Cooling racks
- \_\_\_\_\_ Pot holders

### Food

- \_\_\_\_\_ Sugar
- \_\_\_\_\_ Water

## Tortillas

Metric		Ingredients	Customary
Weight	Volume		
240 g	480 ml	Masa harina (instant masa)	2 cups
_____	240 ml	Water	1 cup

## Directions

Yield: 12 tortillas

Pan: Griddle

1. **Combine** masa and water in a medium-size bowl.
2. **Knead** to blend well. If necessary, add a little more water to make dough hold together. Mixture may appear dry, but it is quite workable. It should be the consistency of modeling clay.
3. **Divide** dough into 12 parts and form into balls.
4. **Roll out** or press each ball between two sheets of waxed paper or pat out by hand. Form a 15 cm [6-inch] circle.
5. **Bake** on a lightly greased, hot griddle until lightly browned.
6. **Turn** and bake on other side until lightly browned.

## Food and Equipment List

Equipment	Food
_____ Griddle or large skillet	_____ 2 cups masa harina
_____ Medium bowl	_____ (instant masa)
_____ Set of dry measuring cups	_____ 1 cup water
_____ Liquid measuring cup	_____ Shortening (to grease griddle)
_____ Tablespoon	
_____ Metal spatula	
_____ Waxed paper	
_____ Rolling pin	
_____ Wooden spoon	
_____ Rubber scraper	
_____ Pot holders	
_____ Serving plate	
_____ Pancake turner	

## Tropical Chicken

Metric		Ingredients	Customary
Weight	Volume		
_____	4	Fryer chicken breasts	4
_____	15 ml	Prepared mustard	1 tablespoon
6 g	5 ml	Salt	1 teaspoon
1 g	1 ml	Pepper	$\frac{1}{4}$ teaspoon
1	1	Egg, beaten	1
_____	240 ml	Milk	1 cup
10 g	30 ml	Coconut flakes	2 tablespoons
8 g	15 ml	Ground coriander	1 tablespoon
14 g	30 ml	Ground turmeric	2 tablespoons
6 g	5 ml	Salt	1 teaspoon
1 g	1 ml	Pepper	$\frac{1}{4}$ teaspoon
<b>Topping</b>			
15 g	30 ml	Imitation bacon crumbles	2 tablespoons
50 g	120 ml	Coconut flakes	$\frac{1}{2}$ cup
35 g	60 ml	Chopped peanuts	$\frac{1}{4}$ cup
2 g	2.5 ml	Curry powder	$\frac{1}{2}$ teaspoon
_____	Pinch	Salt	Pinch
_____	60 ml	Honey	$\frac{1}{4}$ cup

## Directions

Temperature: 190 °C [375° F.]

Yield: 4–6 servings

Pans: Shallow baking dish, about 23 cm [9 inches] square

Shallow pan or pie plate

1. **Preheat** oven to 190 °C [375° F.].
2. **Rub** chicken breasts with mustard, salt, and pepper. Place in greased baking dish.
3. **Mix** beaten egg, milk, coconut flakes, coriander, turmeric, salt, and pepper.
4. **Pour** liquid over chicken breasts.

5. **Bake** at 190 °C [375° F.] approximately 30 minutes or until tender.
6. **Baste** chicken frequently while baking.
7. **Place** bacon crumbles, coconut, peanuts, curry powder, and salt in a shallow pan or pie plate.
8. **Mix** well.
9. **Dribble** honey over all.
10. **Broil** a few minutes or until just crisp. Watch carefully, as mixture will overbrown easily.
11. **Sprinkle** over chicken just before serving.

## Tropical Chicken Food and Equipment List

Equipment	Food
_____ 9-inch-square baking dish	_____ 4 fryer chicken breasts
_____ Small bowl	_____ 1 tablespoon prepared mustard
_____ Set of measuring spoons	_____ 1 teaspoon salt
_____ Set of dry measuring cups	_____ $\frac{1}{4}$ teaspoon pepper
_____ Metal spatula	_____ 1 egg
_____ Liquid measuring cup	_____ 1 cup milk
_____ Egg beater	_____ $\frac{1}{2}$ cup + 2 tablespoons coconut flakes
_____ Wooden spoon	_____ 1 tablespoon ground coriander
_____ Rubber scraper	_____ 2 tablespoons ground turmeric
_____ Tablespoon	_____ 1 teaspoon + 1 pinch salt
_____ Shallow pan or pie plate	_____ 2 tablespoons imitation bacon crumbles
_____ Pot holders	_____ $\frac{1}{4}$ cup chopped peanuts
_____ Cooling rack	_____ $\frac{1}{2}$ teaspoon curry powder
_____ Nut chopper or	_____ $\frac{1}{4}$ teaspoon pepper
blender or French	_____ $\frac{1}{4}$ cup honey
knife and cutting	_____ Shortening (to grease baking dish)
board	
_____ Serving platter	

## Twinkle Cookies

Metric		Ingredients	Customary
Weight	Volume		
120 g	120 ml	Butter or margarine	1/2 cup
160 g	60 ml	Brown sugar	1/4 cup
1	1	Egg, separated	1
1 ml	1 ml	Lemon extract	1/4 teaspoon
120 g	240 ml	Sifted all-purpose flour	1 cup
120 g	240 ml	Chopped walnuts	1 cup
		Strawberry jam or candied cherry halves	

## Directions

Temperature: 190 °C [375° F.]

Yield: 2 dozen

Pan: Cookie sheet

1. **Preheat** oven to 190 °C [375° F.]
2. **Mix** together the butter or margarine, brown sugar, egg yolk, and lemon extract. Stir in the flour.
3. **Roll** dough into 2.5 cm [1-inch] balls.
4. **Beat** egg white with a fork until foamy.
5. **Dip** the balls in the egg white. Then roll in the chopped nuts.
6. **Place** about 5 cm [2 inches] apart on an ungreased cookie sheet.
7. **Bake** in preheated oven for 5 minutes.
8. **Remove** from the oven. Quickly press the tip of the handle of a wooden spoon into the top of each cookie to make an indentation. Be careful not to poke through to the bottom of the cookie.
9. **Return** to the oven. Continue baking for about 8 minutes longer. When browned, remove from oven.
10. **Remove** from cookie sheet.
11. **Cool.** In the center of each cookie place a little jam or a candied cherry half.



## Twinkle Cookies

### Food and Equipment List

Equipment	Food
_____ Cookie sheet	_____ $\frac{1}{2}$ cup butter or margarine
_____ Medium bowl	_____ $\frac{1}{4}$ cup brown sugar
_____ Set of dry measuring cups	_____ 1 egg
_____ Set of measuring spoons	_____ $\frac{1}{4}$ teaspoon lemon extract
_____ Sifter	_____ 1 cup all-purpose flour
_____ Waxed paper	_____ 1 cup chopped walnuts
_____ Wooden spoon	_____ Strawberry jam or candied cherry halves
_____ Rubber scraper	
_____ Metal spatula	
_____ Fork	
_____ 2 shallow pans or pie pans for egg white and for nuts	
_____ Teaspoon	
_____ Tablespoon	
_____ Pot holders	
_____ Cooling racks	

## White Bread

Metric		Ingredients	Customary
Weight	Volume		
700-830 g	1.3-1.6 l	Unsifted all-purpose flour	5½-6½ cups
36 g	45 ml	Sugar	3 tablespoons
12 g	10 ml	Salt	2 teaspoons
1 package	1 package	Active dry yeast	1 package
—	240 ml	Water	1 cup
—	240 ml	Milk	1 cup
45 g	45 ml	Butter or margarine	3 tablespoons

## Directions

Temperature: 205 °C [400° F.]

Yield: Two loaves

Pan: Two 22 x 12.5 x 6.5 cm [8½-x-4½-x-2½-inch] loaf pans

- Preheat** oven to 205 °C [400° F.].
- Mix** in a large bowl thoroughly 480 ml [2 cups] flour with the sugar, salt, and undissolved dry yeast.
- Combine** water, milk, and butter or margarine in a saucepan.
- Heat** over low heat until liquids are warm. Butter or margarine does not need to melt.
- Add** warm liquid gradually to dry ingredients.
- Beat** 2 minutes with electric mixer at medium speed, scraping bowl occasionally.
- Add** 180 ml [¾ cup] flour, or enough to make a thick batter.
- Beat** at high speed 2 minutes, scraping bowl occasionally.
- Stir** in enough additional flour to make a soft dough.
- Turn out** onto lightly floured board.
- Knead** until smooth and elastic, about 8-10 minutes.
- Place** in greased bowl, turning to grease top.
- Cover** dough lightly with plastic wrap or foil and then cover bowl with a clean towel.
- Let rise** in warm place, free from draft, until doubled in bulk, about 1 hour.
- Punch** dough down.
- Turn out** onto lightly floured board. Cover and let rest 15 minutes.
- Divide** dough in half.
- Shape** into loaves.
- Place** in two greased 22 x 12.5 x 6.5 cm [8½-x-4½-x-2½-inch] loaf pans.
- Cover** with a clean dish towel.
- Let rise** in warm place until doubled in bulk, about 1 hour.
- Bake** at 205 °C [400° F.] about 25-30 minutes or until done.
- Remove** from pans and cool.

## Food and Equipment List

### Equipment

- \_\_\_\_\_ 2 8½-x-4½-x-2½-inch loaf pans
- \_\_\_\_\_ Electric mixer with large mixing bowl
- \_\_\_\_\_ Medium saucepan
- \_\_\_\_\_ Wooden spoon
- \_\_\_\_\_ Rubber scraper
- \_\_\_\_\_ Set of dry measuring cups
- \_\_\_\_\_ Tablespoon
- \_\_\_\_\_ Metal spatula
- \_\_\_\_\_ Set of measuring spoons
- \_\_\_\_\_ Liquid measuring cup
- \_\_\_\_\_ Bread board or pastry cloth
- \_\_\_\_\_ Clean dish towel
- \_\_\_\_\_ Rolling pin
- \_\_\_\_\_ Plastic wrap or foil
- \_\_\_\_\_ Knife or scissors
- \_\_\_\_\_ Cooling racks
- \_\_\_\_\_ Pot holders

### Food

- \_\_\_\_\_ 6½ cups all-purpose flour + enough for kneading and flouring pans
- \_\_\_\_\_ 3 tablespoons sugar
- \_\_\_\_\_ 2 teaspoons salt
- \_\_\_\_\_ 1 package active dry yeast
- \_\_\_\_\_ 1 cup water
- \_\_\_\_\_ 1 cup milk
- \_\_\_\_\_ 3 tablespoons butter or margarine
- \_\_\_\_\_ Shortening (to grease bowl and pans)



TX 663 K88 1977 TCH- RES-BK-  
KOWTALUK HELEN  
FOOD FOR TODAY/

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RECOMMENDED FOR USE  
IN ALBERTA SCHOOLS

TX 663 K88 1977 tch. res.bk.

Kowtaluk, Helen

Food for today /

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